GENERAL STUDIES COURSE PROPOSAL COVER FORM

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Liberal Arts and Sciences
Department/School: SILC

Prefix: CHI Number: 194 Title: Introduction to Chinese Culture in Chinese Units: 3

Is this a cross-listed course? Yes If, please identify course(s):

Is this a shared course? Yes If so, list all academic units offering this course:

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials (Required)

Requested designation: Humanities, Arts and Design–HU

Mandatory Review: No

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Joanne Tsao E-mail: Joanne.Tsao@asu.edu Phone: 5-3771

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Nina Berman Date: 1-16-18
Chair/Director (Signature): [Signature]

Rev. 3/2017
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

Humanities, Arts and Design [HU] courses must meet *either 1, 2 or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a CENTRAL AND SUBSTANTIAL PORTION of the course content.*

<table>
<thead>
<tr>
<th>YES</th>
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<th>Identify Documentation Submitted</th>
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<tr>
<td>☑</td>
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<td><strong>1.</strong> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience. syllaabus #1</td>
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<td><strong>2.</strong> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions. #2, #2A</td>
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<td><strong>3.</strong> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
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<td><strong>4.</strong> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
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<td>a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td>b. Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
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<td>c. Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<td>d. Concerns the analysis of literature and the development of literary traditions.</td>
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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:**

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
<table>
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<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
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<tr>
<td>CHI</td>
<td>194</td>
<td>Introduction to Chinese Culture in Chinese</td>
<td>HU</td>
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</table>

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Since many of my students are from a foreign country it is sometimes difficult to discuss issues of ethics, morality and value systems. As a way into such topics, I use the 18th century novel Honglou meng. This allows students not only to question their current value systems, but also to explore the sources from which those systems arose.</td>
<td>see syllabus marked #1</td>
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<td>2</td>
<td>This course involves a special kind of textual interpretation. The Honglou meng is a well-known text in China and students may have read portions of it in high school. In this course, though, we will closely analyze the text for what it can tell us about Chinese culture and, to lesser extent, the American culture in which students find themselves.</td>
<td>See syllabus marked #2 &amp; #2A</td>
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<td>4a</td>
<td>The course covers the development of Chinese cultural, philosophical, and ethical development from the 18th century to the present in a way that is challenging but not off-putting. Comparison between Westernized China and the modern West will be made in an engaging and thoughtful manner.</td>
<td>See syllabus marked #3</td>
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</table>
CHI 194 Introduction to Chinese Culture in Chinese

This course is entirely conducted in Mandarin and designed for all students who can do close-reading and academic writing in Mandarin Chinese. The course discusses the social, historical, literary, and intellectual values and issues of Chinese culture through reading the popular 18th century fiction, The Dream of the Red Chamber.
### CHI 194: Introduction to Chinese Culture in Chinese

| Instructors: | Joanne Tsao | Office: Durham Hall (LL) 449A  
Email: Joanne.Tsao@asu.edu |
|--------------|-------------|

#### Course description
This course is entirely conducted in Mandarin and designed for all students who can do close-reading and academic writing in Mandarin Chinese. The course focuses on the social, historical, literary, and intellectual values and issues of Chinese culture through reading the popular 18th century fiction, *The Dream of the Red Chamber*.

#### Pre/Co-requisites:
Lecture sessions and recitation sessions are conducted in Mandarin Chinese. Students who take this course need to be able to read, write, and conduct discussions in Mandarin Chinese.

#### Learning Outcomes:
Upon successful completion of this course, students are expected to: (1) develop a historical and cultural perspective in order to understand the contexts and value systems that have inspired literary works, (2) have developed knowledge of Chinese civilization’s key concepts and issues in order to identify the distinctive cultural, philosophical, and institutional features of China in the context of the formation of other cultures, and (3) be able to express their research findings in clear and articulate academic prose.

#### Required course text (in Chinese):
*Honglou meng* (Yanji, Jilin: Yanbian publisher, 2015)  
ISBN: 978-7-5634-8089-0

#### Course requirements and important rules:
1. Students must be prepared to discuss the assigned reading material for each class period. This course requires intensive reading, writing, and thinking so please schedule your study time properly (see schedule below).
2. No computers, audio recording, smart watches, or any other digital devices are to be used during class. No texting/reading messages/emailing allowed during class. All mobile phones and smart watches and non-medical electronic devices will be completely turned off and put away before each class begins.

3. No make up work or extra credit is allowed. When absent or tardy, any missed quiz/assignment will be counted as a zero (0). Exceptions are: medical emergency, family emergency, or religious practices (see ACD 304-04: Accommodation for Religious Practices http://www.asu.edu/aad/manuals/acd/acd304-04.html), or university-sanctioned activities (ACD 304-02: Missed Classes Due to University-Sanctioned Activities http://www.asu.edu/aad/manuals/acd/acd304-02.html) when proper documentation is provided. Upon receiving proper documentation, I will excuse your missed work and assign a grade according to the average of completed work in that category.

4. Students participating in the observance of religious holidays must notify the instructor at the beginning of the semester about the need to be absent from class due to religious observance.

5. Students who stop attending class without officially withdrawing or who have more than four (4) excused or unexcused absences will be dropped from class or, if beyond the drop deadline, will receive a failing grade (E).

6. No student may display disruptive or disrespectful behavior or use abusive verbal language (this includes texting or checking your cell phone/smart watch in class). Anyone who cannot conduct themselves in a civil manner will be dismissed from the class immediately. This will equal one absence and, if extreme, withdrawal from the course.

7. Please come to my office hours to discuss any difficulties you might have regarding the course. Act immediately if you encounter difficulties so they may be addressed in a timely manner.

Grading:
I use the following scale for calculating course grades:

100%–98% = A+
97% –90% = A
89% –88% = B+
87% –80% = B
79% –78% = C+
77% –70% = C
69% –60% = D
<60% = E
• Friday Discussion Session attendance & Quizzes (10 points)

• Monday & Wednesday Reading Journal (26 points)

  Content: There will be 26 entries for the semester (see schedule below). At the beginning of each class on Monday and Wednesday, you will turn in one reading journal entry covering the assigned reading for the day (see schedule below). For this assignment you will summarize what you have read, note the main messages of the text, and/or any topics, themes, issues that you notice during reading. This assignment will guide you to become a critical reader. The content of your reading journal will also serve as a personalized study guide and reference for your essay writing assignments and tests through out the semester.

  Format: Each entry of journal must be typed, at least one full page (double spaced and size 12 font of Times New Roman) in length, and must be turned in as a paper copy, in person, at the beginning of class. In addition to your name, please also include the due date. Using the assignment chapter as the title of your reading journal entry.

  Grading: I will read each reading journal entry personally every class and keep all your journal entries in my office until the end of the semester. Therefore, please make sure you keep a copy for yourself. For this assignment, you will be graded on completion of the reading assignment and quality of your thoughts or questions. These short entries will also serve as a record of your attendance. No late work is accepted and you cannot ask someone else to turn it in for you. For unavoidable absences, see above.

• Three Tests (24 points)
  To prepare these tests, you should review your class notes and past quizzes up to the date of test. The lecture content will not be posted on line, so pay attention in class. Taking longhand notes in class is an important aid to remembering and organizing your thoughts on the lectures. In case of absence, it is your responsibility to borrow notes from a classmate. Your instructors will answer your questions but will not give you a makeup lecture. *It is generally a good idea to form a study group to review your notes and help one another. For unavoidable absence, see above.

• Two Essay Writings (40 points)
  Content: You will write four different “topic essays” throughout the semester (see schedule below). At the beginning of each class on the due date, you will turn in a
paper copy of your essay in person. For each essay, you choose one cultural topic, theme, or issue that we have covered in class and that appears in the reading. Pick something of interest to you. Focus on one aspect, drawing textual evidence from the primary text we read, and supporting your argument with proper secondary sources (e.g. academic journals from “China Academic Journal Databases,” available via your library account).

- **Format:** Each essay must be typed, at least full 5 pages in length, double-spaced, using font size 12 of Times New Roman with one inch margins. A paper copy must be turned in person at the beginning of class on the due day. Do not use a cover page, instead, at the upper-left corner, list your name, essay#, and the due date (these four items should be single-spaced). Center your essay title. **Be very cautious about using correct citation and proper reference listing. Make sure you consult a style guide (e.g. MLA, Chicago).**

- **Grading:** For this assignment, you will be graded on 1) the organization and format of the paper, 2) strength of your thesis statement, 3) effectiveness in develop your argument through textual evidence from primary sources and supporting ideas from secondary sources *Wikipedia and other similar online sites are not considered as academic sources, and 4) the quality of prose. *Spell check! No late work is accepted and you cannot ask someone else to turn it in for you. For unavoidable absence, see above. A detailed rubric will be given out next week. Please print a hard copy and attached it as the last page of your essay.

**Academic integrity:**

I have zero (0) tolerance for cheating and plagiarism; this includes, for example, copying information from the internet or quoting from secondary material without proper citation.

http://provost.asu.edu/academicintegrity

“Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of FE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.”

**Accommodating students with disabilities**

“Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC IMMEDIATELY. The DRC Tempe office is located on the first floor of the Matthews
Center Building. DRC staff can be reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Expected classroom behavior
"Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions (see above). Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes using cell phones, listening to music, texting, talking, eating, etc. will not be tolerated. The use of computers, cell phones, tablets, smart watches, etc. are strictly prohibited during class."

Policy against threatening behavior
"All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances."

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at (https://sexualviolenceprevention.asu.edu/faqs).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

***COURSE CONTENT MAY DEPART FROM THIS SYLLABUS TO MEET THE NEEDS OF THIS PARTICULAR GROUP. ~Spring 2018.

*Tentative schedule on page 6.
<table>
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<th>week</th>
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Table of Content

第1回 甄士隱夢幻僞通靈 賈雨村風塵懷女秀
第2回 賈夫人仙逝揚州城 冷子興演說侯門府
第3回 托內兄如海薦西蓺 求孫賈母惜孤女
第4回 薄命女偏逢薄命郎 葫蘆僧判断葫芦案
第5回 賈寶玉神遊太虛境 警幻仙曲演紅樓夢
第6回 賈寶玉初試雲雨情 劉姥姥一進榮府
第7回 送宮花賈璉戲熙鳳 宴寧府寶玉會秦鍾
第8回 賈寶玉奇緣識金鎖 薛寶釵巧結姻緣
第9回 訓劣子李貴承申縂 嘮頭童夢煙霞書房
第10回 金寡婦貪利權受辱 張太醫論病細窮源
第11回 慶壽辰寧府排家宴 見熙鳳寶玉起淫心
第12回 王熙鳳毒設相思局 賈天祥正照鳳靈艷
第13回 宴可卿死封龍禁尉 王熙鳳協理寧國府
第14回 林如海捐館揚州城 賈寶玉路遇北靜王
第15回 王鳳姐弄權鐵觀音 賈赦信得個餓頭庵
第16回 賈元春才選鳳藻宮 賈赦信天遺黃泉路
第17回 大觀園試才題對額 榮國府歸省慶元宵
第18回 皇恩重元妃省父母 天倫樂寶玉呈才藻
第19回 情切切良宵花解語 意綿綿靜日玉生香
第20回 王熙鳳正言彈妒意 林黛玉俏語誑嬌音
第21回 賈親人催嚷棄寶玉 俏平兒軟語救寶玉
第22回 聽曲文寶玉悟禅機 制燈谜賈政悲谶語
第23回 西廂記妙詞通戲語 牡丹亭艷曲警芳心
第24回 醉金剛輕財尚義俠 痴女兒遣帕惹相思
第25回 魔魔法叔嫂逢五鬼 通靈玉蒙蔽遇雙真
第26回 蜂腰橋設言傳心事 瀟湘館春困發幽情
第27回 滴翠亭楊妃戲彩蝶 埋香冢飛燕泣殘紅
第28回 著玉函情贈茜香羅 薛寶釵寢箋紅麝串
第29回 賈探春頑童遊幻境 痴情女情重愈斟酌
第30回 寶釵借扇機僞雙敲 椿齡齋薔偽及局外
第31回 撕扇子作千金一笑 因麒麟伏白首雙星
第32回 訴肺腑心迷活寶玉 含恥辱情烈死金釧
第33回 手足眈眈小動唇舌 不肖種種大承笞挞
第34回 情中情因情生妹妹 畫里畫以畫為寄哥哥
第35回 白玉釵親嘗蓮葉羹 黃金釵巧結梅花絡
第36回 繡鸞鸞夢兆鴛鴦軒 識分定情梧桐雲院
第37回 秋爽齋偶結海棠社 萱蕉院處擬菊花題
第38回 林嘯湘魁奪菊花詩 薛蘅齋謔和螃蟹吟
第39回 村老老是信口開河 悅哥嫂偏尋根究底
第40回 史太君兩宴大觀園 金鶯鸞三宣牙牌令
第41回 賈寶玉品茶槐翠庵 劉姥姥醉臥怡紅院
第42回 薛寶釵解疑癖 瀟湘子雅謳補餘音
第 43 回 閒取樂偶爾金魚乘 不了情暫揣土為香 閒 44 回 變生不測鳳姐潰醋 喜出望外平兒理妝
第 45 回 金蘭契互敬金蘭語 風雨過後利風雨詞 第 46 回 極盡人難免極盡事 鴛鴦女誓絕鴛鴦偶
第 47 回 呆霸王調情遭苦打 冷郎君懷誰走他鄉 第 48 回 遊情婦情誤思遊藝 慕雅女雅集苦吟詩
第 49 回 琉璃世界白雪紅梅 賈粉香娃割腥啖膻 第 50 回 蘆雪庵爭聯即景詩 暖香齋雅制春燈謎
第 51 回 薛小妹新編懷古詩 胡庸醫亂用虎狼藥 第 52 回 傅平兒情掩鬱須錦 勇晴雯病補雀裘套
第 53 回 懷親女垂愛哭寬懷 欣遊主刁奴蓄陰心 第 54 回 史太君破陳腐舊套 王熙鳳效炫彩斑衣
第 55 回 懷親女垂愛哭寬懷 欣遊主刁奴蓄陰心 第 56 回 エ探春結裂隙宿帳 賢寶釵小惠全大體
第 57 回 懷親女垂愛哭寬懷 欣遊主刁奴蓄陰心 第 58 回 杏子陰假鳳泣虛凰 茜砂窗真情摺妓理
第 59 回 懷親女垂愛哭寬懷 欣遊主刁奴蓄陰心 第 60 回 茉莉粉替去麝香箱 玫瑰露引出茯苓霜
第 61 回 懷親女垂愛哭寬懷 欣遊主刁奴蓄陰心 第 62 回 憩湘雲醉眠芍藥裀 呆香菱情解石榴裙
第 63 回 懷親女垂愛哭寬懷 憩湘雲醉眠芍藥裀 呆香菱情解石榴裙 第 64 回 憩淑女悲題五美吟 浪蕩子情遺九龍佩
第 65 回 賈二舍偷娶尤二姐 尤三姐思嫁柳二郎 第 66 回 憩小妹恥情歸地府 冷二郎一冷人空門
第 67 回 見土儀鑒思故里 閱秘事鳳姐訊家童 第 68 回 苦尤娘感人大觀園 酸鳳姐大鬧寧國府
第 69 回 弄小巧用僕劍殺人 覺大限吞生金自逝 第 70 回 林黛玉重建桃花社 史湘雲偶填柳絮詞
第 71 回 見土儀鑒思故里 閱秘事鳳姐訊家童 第 72 回 王熙鳳恃強妙說病 來旺婦倚勢霸成親
第 73 回 見土儀鑒思故里 閱秘事鳳姐訊家童 第 74 回 想奸詐抄檢大觀園 避嫌潔身杜絕寧國府
第 75 回 懷親女垂愛哭寬懷 楚小妹不問往日恩 第 76 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 77 回 懷親女垂愛哭寬懷 楚小妹不問往日恩 第 78 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 79 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞 楚小妹不問往日恩 第 80 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 81 回 佔旺相四美釣魚夢 來旺婦倚勢霸成親 第 82 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 83 回 佔旺相四美釣魚夢 來旺婦倚勢霸成親 第 84 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 85 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞 楚小妹不問往日恩 第 86 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 87 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞 楚小妹不問往日恩 第 88 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 89 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞 楚小妹不問往日恩 第 90 回 賈寶玉身分處崇階 田凹館聯詩悲寂寞
第 91 回 鐵沉心寶蟾工設計 布疑陣寶玉妾談禪 第 92 回 評女傳巧姐慕賢良 玩母珠寶政參聚散
第 93 回 甄家僕役靠賈家門 水月庵掀翻風月案 第 94 回 宴海棠賈母賞花妖 失寶玉通靈知奇禍
第 95 回 因訛成實元妃薨逝 以假混真寶玉瘋癲 第 96 回 聞消息鳳姐設奇謀 泄機關黛玉迷本性
第 97 回 林黛玉病榻斷腸情 薛寶釵出閤成大禮 第 98 回 苦繾珠魂歸離恨天 病神瑛淚灑相思地
第 99 回 守宮鸞惡奴同破例 閻邱報老舅自擔驚 第 100 回 破好事香菱結深恨 悲離嫁寶玉感離情
第 101 回 大觀園月夜警幽魂 散花寺神簽占異兆 第 102 回 寧國府骨肉病災接 大觀園符水驅妖孽
第 103 回 施毒計金桂自焚身 味真禪雨村空遇舊 第 104 回 醉金剛小鰍生大浪 痴公子余痛觸前情
第 105 回 錦衣軍查抄寧國府 驕馬使彈劾平安州 第 106 回 王熙鳳致禍抱羞惭 賈太君悟天消禍患
第 107 回 散余資賈母明大義 復世職政老沐天恩 第 108 回 強歡笑蘭蕉慶生辰 死纏綿瀟湘聞鬼哭
第 109 回 婉芳魂五児承錯愛 還擊債迎女返真元 第 110 回 史太君壽終歸地府 王鳳姐力讎失人心
第 111 回 驚鷄女殉主登太虛 狗彘奴欺天招伏叛 第 112 回 活冤親妙尼遭大劫 死讎仇趙妾赴冥曹
第 113 回 鬼宿冤鳳姐托村妪 釋前世情揮感痴郎 第 114 回 王熙鳳曠幻返金陵 甄應嘉蒙恩還玉闕
第 115 回 情偏私情春矢素志 證同類寶玉失相知 第 116 回 得通靈幻境悟仙緣 送慈柩故鄉全孝道
第 117 回 阻超凡佳人雙護玉 欣聚鸞惡子獨承家 第 118 回 歸微嫌舅兄欺弱女 驚謎詛妻妾拷難人
第 119 回 中鄉魁寶玉卻塵緣 汴皇恩賈家延世澤 第 120 回 甄士隱詳說太虛情 賈雨村歸結紅樓夢