

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

**School of International Letters
and Cultures**

College/School College of Liberal Arts and Sciences Department/School _____
 Prefix: CHI Number: 194 Title: Gateway to China Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No 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**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Global Awareness–G

Mandatory Review: (Choose one)

*Note- a **separate** proposal is required for each designation.*

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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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 \(SQ/SG\)](#)
- [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 Jianling Liao E-mail jianling.liao@asu.edu Phone 480-727-3257

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 10/16/2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, course description
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
CHI	194	Gateway to China	Global Awareness (G)

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2a: area studies related to China	The course offers an intensive exploration of topics such as travel, food, shopping, social etiquette, and entertainment related to contemporary China, and matches them with contemporary concerns involving the environment, religion, and politics.	Students are engaged with culturally relevant material through assignments, and research. Students learn a range of cultural topics relevant to China's past, present, and future and develop awareness of cultural nuances and perspectives related to China. Every week students are required to submit a short reflection paper on English in which they respond to a reading topic related to current China. Students are also engaged in a semester-long project via digital storytelling in which they plan a trip to a Chinese city of their choice and narrate their trip (in Mandarin Chinese and English).
2b: language course with significant cultural components	The course prepares students with beginning level Chinese language skills within relevant cultural awareness contexts.	Students are engaged with beginning level Chinese language skill practice and interactions (greetings, transactions, etc.) Students are engaged in weekly assignments posted on Canvas involving language practice as well as exploring various cultural topics.

CHI194: GATEWAY TO CHINA (iCourse/Online) Session B Spring 2020

Textbooks/ Technical Requirements:

There are no specific textbooks required for the course, but there will be a range of material made available online through Canvas—both required and recommended—that students will need to interact with.

As this is an online course, there is a strong technological focus; both in terms of completing assignments as well as accessing required material. As such, there are certain technical requirements. In order to complete online assignments students will need access to the following:

- 1) Webcam
- 2) Microphone
- 3) High-speed internet access (for uploading material and accessing Canvas)

Tutorials for uploading video and audio will be provided, but if students have any technological problems, they are encouraged to ask either classmates or instructors as soon as possible. Please do not wait until the last minute to try to resolve problems.

Recommended References: PLECO (downloadable app for smartphones and tablets), MDBG Dictionary (<http://www.mdbg.net/chindict/chindict.php>), Wenlin (downloadable software for computers), Yellow Bridge Dictionary (<http://www.yellowbridge.com>), Handian (www.zdic.net)

It is recommended that students download the “Canvas Student” app. Students will be required to download/upload files regularly. The app will allow you access Canvas more easily via your mobile devices.

1. Contact Information

Wú, Yuè 吴岳

wuyue@asu.edu

Office hour: W 2:30-4:30 p.m.

2. Course Description

This course is designed for students **who have little to no previous experience learning Mandarin Chinese** but plan to attend study abroad programs, internships, or travel to a Chinese-speaking country. Within this class students will employ creative methods to acquire a rudimentary understanding of survival expressions and useful terms in Mandarin Chinese, as well as a basic grasp of contemporary Chinese society and culture. As a Session B online course, Gateway to China offers an intensive exploration of topics such as travel, food, shopping, social etiquette, and entertainment, and matches them with contemporary concerns involving the

Criteria
1, 2a, 2b

environment, religion, and politics. This class offers a venue for students to engage with and discuss these issues (through a variety of textual and visual media) online through video-conferencing and Canvas. During the course, students engage with culturally relevant material through assignments, and research, as well as through interactions with one another and with native speakers of Mandarin Chinese. Through these online assignments and projects students will practice language, delve more deeply into the topics of the week, and interact with one another in an online space.

3. Learning Outcomes

With the successful completion of this course, students will be able to:

- 1) Handle simple interactions (greetings, transactions, etc.) and navigate their surroundings in Mandarin Chinese.
- 2) Understand and be able to communicate on a range of cultural topics relevant to China's past, present, and future.
- 3) Function more effectively in China with a greater awareness of cultural nuance and perspective.
- 4) Communicate effectively and respectfully with others.

Criteria
1, 2a, 2b

In order to enhance the effectiveness of instruction and the overall learning experience, **Canvas** will be used for course instructions and announcements. Students should regularly check Canvas for course materials, announcements, and grades.

4. Assignments and Projects

Assignments:

There will be weekly assignments posted on Canvas involving language practice as well as exploring various cultural and language activities. Details, due dates, and requirements for each assignment will be included on the assignment sheet. Each assignment may include several steps, so be sure to read the instructions carefully. Assignments are due on the days designated within their instructions. Late assignments are accepted with penalty (minus 10% per day of the full score, e.g., 5 points will be taken off per day for a 50-point assignment).

Reflection:

Every week students are required to submit a short reflection paper (1-2 pages double-spaced, in a size 12 font—no more than 3 pages total) on Canvas in English in which they respond to a reading or topic assigned that week. As a reflection paper, the assignment should reflect the student's own thoughts, questions, or concerns about what they have read.

Final Project/Mid-Term Check:

Students will engage in a semester-long project via digital storytelling in which they plan a short trip to a Chinese city of their choice, including travel arrangements, directions, and activities (sightseeing, shopping, local delicacies, etc.). They will narrate their trip (in Mandarin Chinese and English) through a daily diary that will include details of their stay, reasons for their visit to various sites, foods that they ate, etc. Additional instructions will be provided for the project as it draws nearer. A mid-term check on the progress of the project will be carried out in the fourth (4th) week, to make sure that students are on track. The final project will be hosted on a Google site crafted by the student (instructions will be forthcoming).

Criteria
2b

5. Assessment and Grading Policies

Grades are broken down as such:

- Attendance/Participation = 10%
- Assignments = 45%
- Final Project + Midterm Check = 30%
- Reflection Essays = 15%

Based on the percentage scores, the final letter grades are awarded in the following scale:

- 97 to 100 A+
- 93 to 96 A
- 90 to 92 A-
- 87 to 89 B+
- 83 to 86 B
- 80 to 82 B-
- 75 to 79 C+
- 70 to 74 C
- 60 to 70 D
- Below 60 E

6. Class Expectations

All assignments, instructions, and required readings will be in English, and no previous knowledge of China is assumed.

- (1) Attendance: Attendance is mandatory. Your total score is dependent on attendance, and for each unexcused absence, your grade will be lowered by one letter grade (for example from an A to a B). Students with more than three absences will be given a failing grade. Attendance includes weekly meetings with the instructor for language practice and discussion.
- (2) You must read the assigned materials before assignments are due.
- (3) No make-up assignments are accepted.
- (4) Academic misconduct is taken very seriously in this class. A general guideline can be found at <https://provost.asu.edu/academicintegrity>. Since there will be written assignments, it is important to know how to research and write on a topic: how to gather information, to quote evidence, to critically review other people's opinions and primary materials to form a coherent and original project.
- (5) Problems: If anything is interfering with your work in the course, talk to the instructor

immediately. Problems can be addressed, but the end of the semester is too late to do so.

- (6) Always be respectful to other classmates. This is a very important requirement in taking this class, where we discuss cultural differences and learn about other cultures. It is important to create an atmosphere of respect so that ideas can be shared in a way that encourages enjoyment of ideas and challenges.
- (7) Honors Students: Honors Contracts will be offered with this course. If you are interested in setting up an Honors Contract, please visit <https://barretthonors.asu.edu/> for detailed information such as how to get started. You need also to discuss your interest with your instructor in order to design an agreement tailored to help you specifically about challenging issues.

7. Useful Websites and Information

Website Access:

- ** www.quizlet.com (for vocabulary-practice purpose)
- ** www.wespeke.com (for communicating with some native speakers online and practice Chinese with them.)
- ** plus.google.com/hangouts (for some of discussion classes later)
- ** videonot.es (for some of assignments later)
- ** www.mandarintools.com
- ** Popup Chinese 泡泡中文 <http://popupchinese.com> (podcasts and tools for learning mandarin)
- ** <http://www.zhongwen.com>
- ** <http://www.csulb.edu/~txie/online.htm>

Learning & Cultural Activities:

- ** AECF: American English & Cultural Program offers a Conversation Partner Program with their Chinese Students from overseas.
- ** ASU SORC: <http://cssaasu.com/> is also a good place for you to find Chinese students/scholars from China to be your conversation partner or tutor.
- ** ASU CGES: Center for Global Education Services www.asu.edu/global (480)965-0101 offers exchange and summer programs in both China & Taiwan.
- ** Chinese Discussion Table: It is arranged by SILC, Chinese Section, held monthly.
- ** Annual Asian Autumn Picnic & Chinese Holidays Celebration

8. Technology Support

Learning Support Services (LSS) provides access to specialized software, media, computer classrooms, consulting on technology projects, access to specialized equipment, and training for students enrolled in SILC courses. LSS also supports proficiency and placement testing for

those courses in SILC that require it. Students have access to LSS physical spaces, including informal study areas, computer classrooms, active learning classrooms, and studio spaces 65 hours per week – from 7:30am – 9:30pm Monday through Thursday, 7:30am – 5:00pm on Friday. LSS staff are available onsite to support faculty and students within the School 55 hours per week, and regularly respond to requests for support outside of working hours.

As a student enrolled in an undergraduate SILC course, **you receive \$5.00 of print quota**. Each single-sided page printed at SILC Learning Support Services costs 10¢ (16¢ per double-sided page), so **you can print from 50 to over 60 pages for each undergraduate class**.

Students can contact Learning Support Services at silclss@asu.edu; for support for online courses, we encourage faculty to contact us at silclss_ois@asu.edu.

Students are required to comply with ACD 125: Computer, Internet, and Electronic Communications policy <http://www.asu.edu/aad/manuals/acd/acd125.htm>

9. Campus Resources

Tutoring: <http://studentsuccess.asu.edu/frontpage>,

Counseling Services: <http://students.asu.edu/counseling>,

Financial Aid: <http://students.asu.edu/financialaid>,

Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>,

Major/career Exploration: <http://uc.asu.edu/majorexploration/assessment>,

Career Services: <http://students.asu.edu/career>,

and Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

10. Academic Integrity

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 XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Copyrighted Materials

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

11. 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 also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

12. 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.

13. Title IX Provisions

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.

14. Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Canvas.

CHI 194 – Spring 2020 (Session B)—SCHEDULE:

All assignments should be completed by the dates assigned (see each assignment for details). All readings for that week should be finished before speaking with the instructor for that week. Articles and links are available on Canvas. The following is subject to change.

Week 1 (3/16-3/20) – Introduction/What is China?

Criteria
1, 2a, 2b

- To Do:

Explore class content on Canvas

Culture Assignment #1

Language Assignment #1

Reflection Essay #1 (due by midnight on 3/22)

- To Read:

Class Syllabus and Schedule

Ebrey, Cambridge Illustrated History of China (Excerpts)

“Pinyin Introduction” (Chinese Pronunciation Supplement)

“General Useful Expressions” (Under “Start Here”—this is for your own reference)

-To Watch:

“Pinyin and Useful Expressions”

“Record over a PowerPoint presentation” (Under “Tutorials” - Optional)

“Tips for Online Student Success” (Under “Start Here” - Optional)

Week 2 (3/23-3/27) – People and Language

- To Do:

Culture Assignment #2

Language Assignment #2

Reflection Essay #2 (due on 3/29)

- To Read:

“Chinese Titles and Forms of Address” from Encountering the Chinese

“The Chinese Writing System” from Integrated Chinese Level 1

Raymond Chang, “Written Chinese” in Speaking of Chinese.

Sun Chaofen, “Introduction” in Chinese: A Linguistic Introduction

- To Watch:

“Introduction to Chinese Characters”

Week 3 (3/30-4/3) –Family and Festivals

- To Do:

Culture Assignment #3

Language Assignment #3

Reflection Essay #3 (due on 4/5)

- To Read:

“Marriage Falls in China” New York Times

“In China, A Lonely Valentine’s Day for Millions of Men” New York Times

“China Ends One-Child Policy, Allowing Families Two Children” New York Times

“With Fertility Rate in China Low, Some Press to Legalize Births Outside Marriage” New York Times

- To Watch:

“The Chinese Family”

“Calendar and Holidays in China”

Week 4 (4/6-4/10) – Midterm Check/ Food

- To Do:

Cultural Assignment #4

Language Assignment #4

Reflection Essay #4 (due on 4/12)

- To Read:

“Menu on Drinks”

“Bilingual Menu of Chinese Popular Dishes”

“The 8 Great Regional Cuisines of China”

- To Watch:

“Meeting Friends and Eating”

“Food Culture in Taiwan” (Supplementary)

“A Bite of China S2 EP2: Transmitting the Heart” (Supplementary)

Midterm Check

Week 5 (4/13-4/17) – Travel and Shopping

- To Do:

Cultural Assignment #5

Language Assignment #5

Reflection Essay #5 (due on 4/19)

-To Read:

“How Alibaba Created the World's Biggest Online Shopping Day” Techinasia.com

“China’s Luxury Buyers are an Endangered Species” Marketplace.org

“Looking Back on the Future of Shanghai's Street of Eternal Happiness” Marketplace.org

“The Street of Eternal Happiness: China's ‘Mad Men’” Marketplace.org

“The Street of Eternal Happiness: The CEO Motorcycle Gang” Marketplace.org

-To Watch:

“Shopping in China”

“Transportation in China”

“Beijing Subway Tutorial”

Week 6 (4/20-4/24) – Education and Work

- To Do:

Cultural Assignment #6

Language Assignment #6

Reflection Essay #6 (due on 4/26)

- To Read:

“A Shifting Education Model in China” The Atlantic

“China’s Education Gap” New York Times

“What To Expect of Chinese Business Culture: East vs. West,” CareerChina

“Business Culture in China,” University of Texas Longhorn Global Biznet

“Business Meeting,” Etiquette in China

- To Watch:

“School Life in China”

“[Working in China.](#)”

Week 7 (4/27-5/1) – Final Project/Entertainment

- To Do:

Cultural Assignment #7

Reflection Essay #7 (due on 5/3)

- To Watch:

“Hobbies and Entertainment”

Final Project Due May 5th