

CHIN 150: SURVEY OF CHINESE LITERATURE

In Workflow

1. WLL Committee Chair (mayberry@csus.edu)
2. WLL Chair (curtis.smith@csus.edu)
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Approval Path

1. Tue, 26 Apr 2022 01:53:15 GMT
Maria Mayberry (mayberry): Rollback to Initiator
2. Tue, 26 Apr 2022 19:06:18 GMT
Maria Mayberry (mayberry): Approved for WLL Committee Chair
3. Tue, 26 Apr 2022 19:07:48 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
4. Tue, 03 May 2022 18:31:58 GMT
Alyson Buckman (abuckman): Rollback to WLL Chair for ALS College Committee Chair
5. Wed, 04 May 2022 21:30:09 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
6. Wed, 04 May 2022 21:36:31 GMT
Alyson Buckman (abuckman): Rollback to Initiator
7. Wed, 04 May 2022 21:51:30 GMT
Maria Mayberry (mayberry): Approved for WLL Committee Chair
8. Wed, 04 May 2022 21:51:58 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
9. Wed, 04 May 2022 21:59:15 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
10. Fri, 26 Aug 2022 19:18:53 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Wed, 04 May 2022 21:45:29 GMT

Viewing: CHIN 150 : Survey of Chinese Literature

Last edit: Wed, 15 Jun 2022 17:12:34 GMT

Changes proposed by: Curtis Smith (217393749)

Contact(s):

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Catalog Title:

Survey of Chinese Literature

Class Schedule Title:

Survey of Chinese Lit

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

World Languages & Literatures

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2023 (2022/2023 Catalog)

Subject Area: (prefix)

CHIN - Chinese

Catalog Number: (course number)

150

Course ID: (For administrative use only.)

109286

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of prerequisites at registration?

No

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

CHIN 150 Survey of Chinese Literature has traditionally been offered as an elective of the Chinese minor, but as one of the major literary traditions of world cultures, this course would be a valuable addition to the General Education curriculum. The purpose of this proposal is to add the GE Area C2 designation. This course will cover 3,000 years, so the content of the course will vary significantly each time it is offered. As such, this proposal also changes the number of times the course can be taken to twice for a total of 6 units.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Introduction to Chinese literature from classical times to the present. The various forms of Chinese prose, poetry, drama, and novel will be surveyed through the selective reading of representative works (in English translation). Class is conducted in English.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

1

Total credits allowed (including first time passed)

6

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify the different political dynasties and literary periods in Chinese history from archaic times to the twenty-first century.	-Reaction papers -Final Examination -Discussion
2	Evaluate the contribution of the social, political, historical and cultural contexts in which a literary text is produced.	-Reaction papers -Final Examination -Discussion
3	Describe the forms and uses of the major genres in classical Chinese literature.	-Reaction papers -Final Examination -Discussion
4	Analyze major tropes in classical Chinese literature within their socio-historical and cultural contexts.	-Reaction papers -Final Examination -Discussion
5	Examine, through self-reflection and cultural comparison, assumptions, biases and stereotypes that emerge when studying a different culture.	-Reaction papers -Final Examination -Discussion

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Integrative learning
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

CHIN150-Syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

This course will survey Chinese literature in its varied genres as an expression of Chinese culture, philosophy, and politics, from the 1st millennium B.C.E. to the modern era (Course Description, Tentative Schedule).

Develops an understanding of and appreciation for the diversity of the human community.

Literature, as a primary source material of human culture, allows an intimate view into the minds and lives of the authors who lived in China from the first millennium B.C.E. to the early modern era. The course will examine how the different genres of literary creation apply to different social contexts and socio-political purposes.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

This course explores, analyzes, and compares various major representative literary works from the earliest records of Chinese civilization to pre-modern period. In the reaction papers and final exam essays, students will be required to demonstrate a basic understanding of Chinese history and the major social and intellectual changes from each era to be able to analyze the questions being discussed in each era. Reading works in translation, students will need to demonstrate an understanding of how language influences fundamental differences in the understanding of humankind.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Looking back to the earliest written records of ancestor worship toward the proto-ancestor Di of the Shang dynasty (c.14th - mid 11th c. BCE) and Confucius's synthesis of the Zhou humanistic beliefs, Chinese civilization has been a humanistic one, with human nature being the foundation of all morals and ideals. By reading major representative literary works of Chinese literature, students will investigate the roles and effects of the various stages of Chinese culture on the development of the various societies of China.

Compare and analyze various conceptions of humankind.

Chinese culture is not monolithic; Chinese conceptions of humanity have fundamentally changed over the ages, from the historical pre-imperial ages of the Shang and Zhou and the early pre-Buddhist early imperial era, to the Buddhist medieval, the neo-Confucian late medieval, and the pre-modern eras. Literature being the crystallization of civilization, this course will compare and analyze the major representative literary works from the different ages. By reading works originally composed in classical Chinese, students will reflect on the role that language plays in the comprehension of the human experience.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

This course will survey the literature of China from the earliest works to the modern era, examining the development of the various genres and how they served to express the ideas, values, and topics of concern of the cultures of the different ages of Chinese civilization.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
 - Ethnicity
 - Socio-economic status
 - Religious affiliation
 - Disabilities
 - Gays & lesbians
-
- Ethnicity
 - Religious affiliation
 - Socio-economic status

Includes a writing component described on course syllabus

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Three reaction papers of approximately 500-700 words each are required throughout the semester. These papers will be evaluated based on grammar, structure, and content. Papers with a grade below B will be eligible for one revision and re-submission.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The attached document, "What is a Reaction Paper," is distributed to guide students in writing their assignments.

Please attach any additional files not requested above:

ReactionPaper.pdf

Reviewer Comments:

Maria Mayberry (mayberry) (Tue, 26 Apr 2022 01:53:15 GMT): Rollback: Have one action verb per ELOs, instead of multiple verbs. Avoid repeating the same action verb. Examples of action verbs: identify, demonstrate, evaluate, describe, analyze, examine. Edit your syllabus accordingly. Assessments strategies should be shorter. Do not need to have a description of the assessment strategies. You can have this information somewhere else in your syllabus, but not here. For example, you can have: Reaction papers 45% (ELO #), Final examination 30% (ELO #), etc. Add evidence of consultation with Asian Studies.

Alyson Buckman (abuckman) (Tue, 03 May 2022 18:31:58 GMT): Rollback: Dear Curtis, the committee asks for the following edits to your proposal: Mark and I have consulted and come up with the following edits for CHIN 150: Beef up the justification for this course change. Why does this change need to be made? As a 3-unit course that can be taken 3 times, the total units accepted should be 9. If it can only be taken twice, then the number of times it can be taken (not including first time) should be 1 with 6 units allowed. However, why would students take this course more than once? Will content differ significantly? That could be in your justification as well. Good ELOs Assessment strategies: these courses should be proposed as if more than one person might teach it across the span

of time in which it is offered at CSUS, and therefore you want to keep these a little more generalized. (Remove Assessment/Outcome –redundant) I suggest listing: Essays, Exams, Participation with the ELOs listed after each. Attendance is not an assessment strategy. It can be part of the grade if desired, but it is not part of assessment. The sample syllabus for the course should function as an actual syllabus would and thus must meet all criteria laid out for A&L syllabi, found here: https://www.csus.edu/college/arts-letters/internal/_internal/al_syllabusguide.pdf. This includes elements like modality, start time, first semester it will be offered, CARES statement, etc. When these changes are complete, please let me know, and I will move it forward. Be well! And thank you for your proposal!

Alyson Buckman (abuckman) (Wed, 04 May 2022 21:36:31 GMT): Rollback: Just need to fix the total number of credits possible.

302822325 (Wed, 15 Jun 2022 17:12:34 GMT): Edited to integrate new ELO and Assessment Strategies fields.

Key: 711