

S.73-139

SIMON FRASER UNIVERSITY

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject FACULTY OF ARTS - DEPARTMENT OF MODERN LANGUAGES - NEW COURSE PROPOSALS - CHINESE 100-3 - MANDARIN CHINESE I; CHINESE 101-3 - MANDARIN CHINESE II; CHINESE 250-3 - READING AND WRITING CHINESE

Date NOVEMBER 15, 1973

MOTION 1: "That Senate approve the new course proposals, as set forth in S.73-139, for Chinese 100-3 - Mandarin Chinese I Chinese 101-3 - Mandarin Chinese II Chinese 250-3 - Reading and Writing Chinese."

(If Motion 1, or any part thereof passes)

MOTION 2: "That these courses each be offered on a one-time only basis pending further review and report to Senate."

SIMON FRASER UNIVERSITY

S.73-139

MEMORANDUM

Senate

From: Senate Committee on Undergraduate Studies

Subject: Faculty of Arts - Department of
Modern Languages - New Course Proposals
in Chinese 100-3; Mandarin Chinese I;
Mandarin Chinese II; and in Chinese 250-3;
and writing Chinese.

Date: November 8, 1973

The Senate Committee on Undergraduate Studies, following submission by the Faculty of Arts and the Department of Modern Languages has considered the courses:

Chinese 100-3, Mandarin Chinese I;
Chinese 101-3, Mandarin Chinese II; and
Chinese 250-3, Reading and Writing Chinese.

The Committee has recommended:

"That the proposals for the three courses, Chinese 100-3-Mandarin Chinese I, Chinese 101-3-Mandarin Chinese II, and Chinese 250-3-Reading and Writing Chinese, be referred to the Academic Planning Committee for determination as to whether the proposals constitute a new program. Meanwhile, the three courses each be approved and forwarded to Senate with recommendation for approval for offering on a one time basis pending further review."

The reason for this action was that, while the Committee felt that there might be grounds for considering these offerings as at least the basis for a new program, it would be unjustified in further delaying offering of courses the substance of which had already been successfully offered as non-credit courses, and for which there was apparently demand. It also considered that offering these courses in the manner recommended might give some evidence of the viability of future offerings in this area.

I. Mugridge

I. Mugridge

:ams

SIMON FRASER UNIVERSITY

MEMORANDUM

Mr. H.M. Evans	From	I. Mugridge
Registrar		Assistant Vice-President, Academic
Subject SWAHILI and CHINESE COURSES	Date	October 15, 1973

I have received the attached memorandum from the Administrative Assistant to the Dean of Arts. I am now transmitting it to you for inclusion on the Agenda of the Senate Committee on Undergraduate Studies.

I. Mugridge
I. Mugridge

/mt

Encl.

RECEIVED

OCT 16 1973

REGISTRAR'S OFFICE
(Office Services)

SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. Ian Mugridge, Chairman	From M. Cairns
Senate Committee on Undergraduate Studies	Secretary, Faculty of Arts
Subject Swahili and Chinese Courses	Date October 5, 1973

The Faculty of Arts Curriculum Committee received the attached memo from Dr. Bouton at its meeting of October 4, and requested that it be passed on to the Senate Committee on Undergraduate Studies.



:dm



MEMORANDUM

OCT 4 1973

REGISTRAR'S OFFICE
(Office Services)

Dr. R. Saunders,
Chairman,
Faculty of Arts Curriculum
Committee.
Subject: Swahili and Chinese Courses.

From: Dr. Ch. P. Bouton,
Department of Modern Languages.
Date: October 2, 1973.

With reference to the memo from Dr. Muiridge dated August 28th, 1973, the following information which was requested by the Senate Committee on Undergraduate Studies should be brought to the attention of the Faculty of Arts Curriculum Committee concerning the acceptance of the following courses: Swahili 100-3, Swahili 101-3, Chinese 100-3, Chinese 101-3 and Chinese 250-3.

1. With regard to the current validity of the petitions, I would like to offer the following information. Assuming a normal progression in their academic careers, approximately 70% of the students who signed the petitions will have second to sixth semester standing by Fall 1973. Thus the overwhelming majority of students who signed these petitions are still on campus and in a position to take the courses. We, of course, cannot determine whether the passage of time since their signing has eroded their apparent enthusiasm for the courses. The implication of your memo appears to be that such an erosion has indeed occurred. In the absence of any evidence that such is the case, we prefer to believe that the students who signed the petitions are still interested in the courses. In fact, I think this is shown to some extent by the recent demand to offer Chinese and Swahili on a non-credit basis during the Fall Semester 1973. Regardless of the petition, I am quite satisfied that there is sufficient student interest to warrant putting on these courses and, in any case, a minimum enrolment of 10 will be imposed before the classes are scheduled.

Secondly, the petition for Swahili was initiated by and sent to the DML by the Simon Fraser Student Society. The Swahili courses are an attempt by the DML to respond to what a certain group of students perceive to be a need for such courses. Section IIIC of the current new course proposal form asks: "What is the nature of student demand for this course?" I understand from consultations with our representative to the ACC and SCUS that this question is rarely answered with such specificity as is the case with our submission of a list of signatures of students interested in a course or group of courses. Are we, in fact, being penalized for this specificity and openness in answering this question?

In response to the comment that in both cases the list of signatures was identical for all courses within the Swahili and Chinese offerings. That is that each separate course did not have a different list of signatures. The Swahili petition,

continued....

as I already mentioned, initiated from the students. It petitioned for Swahili courses, not the specific courses of our proposal. The specific courses in both cases were drawn up by competent persons to meet the announced needs of the students. Secondly, it would be rather silly to expect in the absence of any Swahili or Chinese course, that, say, the second course of a series of courses would have a different set of signatures from the first course of the series; especially in light of the sequential nature of language skill courses where one would not be able to take the second course without the first.

2. With regard to Departmental resources, these courses have been paid for out of the Departmental funds for hourly paid Native Informants. They will continue to be financed in this way and will, therefore, have no repercussions on our resources.

I also would like to point out that Mr. Harry Chin, a Vancouver businessman, has donated \$20,000 in order to begin a program in Chinese studies and also establish a Chinese culture and civilization collection in the University Library.

3. With regard to the range of topics proposed for Chinese 200 B, Reading and Writing Chinese, I enclose herewith a revised course outline. We feel the 200 level number for this course is justified by the degree of general maturity required for its undertaking. However, we will not object to your renumbering of this course as you see fit.

4. With regard to the competence and availability of the proposed instructors; Peter Kamau has been teaching the Swahili courses on a non-credit basis for several semesters. The success of these courses speaks for his pedagogical competence. The same may be said of Mr. Andy Lisaio and Mr. Titus Yu is ready to undertake Chinese 250 (see attached letter).

I hope this letter suffices for your purposes and that the proposed courses may now be presented to Senate for approval as credit bearing courses.

CPB/bg

Dr. Ch. P. Dutton,
Chairman, DML.

cc - Dr. I. Muirhead
Miss M. Cairns
✓ Mr. M. Evans

PROPOSED CLASSROOM PROCEDURE
for
READING AND WRITING CHINESE

(submitted by T. YU)

This course is meant to serve a dual purpose: to provide the student with the linguistic equipment of the Chinese language in its contemporary writing style—both vocabulary and sentence structure and to help him acquire two of the major components of language competence, namely, a. reading comprehension and b. written expression. To achieve this goal, the following steps will be pursued:

first, VOCABULARY BUILD-UP

The Chinese form of writing is one consisting principally of ideographs or word-concept characters, and is structurally monosyllabic, in the sense that each syllable is usually one morpheme. Therefore, as an aid to learning, the characters having the fewest strokes are taught first. In point of fact, the number of strokes in each character varies from one to fifty-two, but most characters contain less than 14. Romanization is applied alongside to assist the recognition and memorization of each character by means of association of form and pronunciation. In regard to the pronunciation, the common language or better known as Mandarin which is based on the Peking dialect phonetically has been chosen among all the mutually incomprehensible dialects as the national language of China both by the governments on mainland and in Taiwan, and by sinologists abroad. The class begins by learning 60 to 80 characters weekly; the number will increase rapidly.

second, PHRASE CONSTRUCTIONS

The Chinese language has no inflectional suffixes, prefixes or phonetic modifications to indicate number, person, sex and the like. Whenever necessary, such relations are explicitly stated by the use of suitable words. In the modern written language, polysyllabic, mostly disyllabic, words derived from and composed of monosyllabic morphemes. Attention is concentrated on the formation of such phrases.

third, SENTENCE PATTERNS

Very simple sentences are used in the early reading lessons and new characters learnt by sight as they are introduced. Weight is placed on the fundamental sentence structures such as, Functionive and Stative Sentences, Equative Sentences and so on and so forth. The materials to be read are carefully chosen with a minimum vocabulary of 1000 characters, which are systematically arranged according to similarities of form, meaning and sound. Attention is drawn to familiarity with the practical uses of individual characters in phrases and sentences. In this connection, sentence-making and essay-composing are emphasized. At this stage the student is gradually ^{able} to read newspapers and write simple letters, brief notes or short essays with a minimum stock of characters with some help from the use of dictionaries.

fourth, HANDWRITING PRACTICE

The first step in the modern method of Chinese handwriting is to learn to write the basic strokes of the characters. The second step is for students to copy materials prepared by specialists in writing. Much practice in writing is provided by composition work in which model passages are copied in order to increase the use of written expression.

126-130-3
Book

SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. C. Pouton
Chairman,
Department of Modern Languages
Senat action on Shihli 100-3 and 101-3
Subject and on Chinese 100-3; 101-3 and 250-3

From I. Muiridge
Assistant Vice-President, Academic
Date August 23, 1973

At its meeting of 19th July, 1973, the Senate Committee on Undergraduate Studies discussed the above courses. Following extensive discussion of a motion to recommend their approval to Senate, the following motion was moved, seconded and carried:

"That the new course proposals be referred through the Faculty of Arts Curriculum Committee to the Department for clarification of the question of the support for the courses and the current accuracy and validity of the petitions; the question of the effect on departmental resources to teach these courses; the range of topics proposed for Reading and Writing Chinese and the justification for the 200 level number; and the question of availability of the proposed instructor who is also being proposed to offer a number of other courses in the General Studies area and who is also employed full-time in the Library."

It would seem to me that the questions posed in this motion are self-explanatory with the exception of the point made about the support for the courses. The Committee noted that the student petitions presented in support of both the Shihli and Chinese courses were, in both cases, the same for all courses in each language. It was also noted that it was some time since these petitions had been written and the question was raised of the current validity and of the existence of on-going support for the offering of such courses.

Should any further clarification of the above motion be required, I would be happy to discuss it with you or with other representatives of your department. Further information may also be obtained from the Registrar who is Secretary of this Committee.

I. Muiridge
I. Muiridge

:ams

c.c. Miss M. Cairns
Mr. H. Evans

CHIEF
REGISTRAR

VICE-CHANCELLOR

DEPUTY CHANCELLOR

SIMON FRASER UNIVERSITY

SCUS 73-2

MEMORANDUM

To: Mr. H. Evans, Secretary
Senate Committee on
Undergraduate Studies
Subject: NEW COURSE PROPOSALS - DEPARTMENT OF MODERN LANGUAGES

From: D. H. Sullivan, Dean
Faculty of Arts
Date: July 3, 1973

The Department of Modern Language new course proposals, listed below, have been approved by the Faculty of Arts Curriculum Committee at its meeting of March 29, 1973 and were subsequently ratified by the Faculty.

Would you therefore please place these proposals on the agenda of the next SCUS meeting.

Thank you.



D. H. Sullivan

DHS:dt

Attachments:

- Swahili 100, Introductory Swahili I
- Swahili 101, Introductory Swahili II
- Chinese 100, Mandarin Chinese I
- Chinese 101, Mandarin Chinese II
- Chinese 250, Reading and Writing Chinese

SIMON FRASER UNIVERSITY

MEMORANDUM

To Chairman,
Faculty of Arts Curriculum
Committee.

Subject Chinese and Swahili Courses.

From Dr. Neville J. Lincoln,
Department of Modern Languages.

Date June 13, 1973.

With reference to the Chinese and Swahili courses recently submitted by this Department for the approval of your Committee, this is to clarify that although the courses will be taught by Mr. Peter Kamau and by Messrs. Hsiao and Yu respectively, they will be under the supervision of the Chairman of the Department, i.e. Dr. Charles Bouton, who will be responsible for the preparation of course outlines and grading.

With regard to the Swahili instructor, I would like to point out that Mr. Peter Kamau has already taught this course on a non-credit basis for several semesters during which time we were able to observe his classes. We have no doubt as to his ability to make this course a success. He also has several years experience teaching Swahili to Peace Corps volunteers in the United States. With regard to the Chinese instructors, although both Messrs. Hsiao and Yu have been highly successful in putting on these courses on a non-credit basis, Mr. Yu in particular strikes one as being an extremely learned individual to the extent that it would, in my opinion, be a great loss to the University if we were not able to take advantage of this opportunity of having him teach this course for us. He is currently completing a Ph.D. degree in Chinese Studies at the University of Washington.

njl/bg

Neville J. Lincoln

Neville J. Lincoln,
Chairman, DML.

September 1969

FACULTY OF ARTS
NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Modern Languages

Course Number: 100

Title: Chinese

Sub-Title or Description:

Mandarin Chinese I

Credit Hours: 3

Vector Description: 2-0-2

Pre-requisite(s): None

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 30+ (minimum of 12)

Semester Offered (eg. Yearly, every Spring; twice yearly,
Fall Fall and Spring):

When course will first be offered: Fall ¹⁹⁷⁴ ~~1973~~ (already offered
twice as non-credit course)

III JUSTIFICATION

A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Introductory Mandarin Chinese (see outline)

B. What is the range of topics that may be dealt with in the course?

(See outline)

C. How does this course fit the goals of the department?

Adds lower level options

D. How does this course affect degree requirements?

No effect

E. What are the calendar changes necessary to reflect the addition of this course?

Mere addition of course

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Considerable (see attached petitions)

H. Other reasons for introducing the course.

. Success of similar non-credit courses.

IV BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

To be arranged

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

Small number of additional books in Library

Approval:

Curriculum Committee: MAR 29 1973

Dean of Faculty: *Shull*

Senate:

DEPARTMENT OF MODERN LANGUAGES

MANDARIN CHINESE I AND II

The Department of Modern Languages offers two levels of Mandarin Chinese.

We will use both Character Text for Beginning Chinese (CTBC) and Beginning Chinese Reader (Part I: BCR) as textbooks. They include dialogues, pronunciation drills, sentence-building games, and substitution exercises.

The study program for each lesson will start with a brief classroom discussion of the composition, pronunciation, meanings, and use of each new character. We have tape recordings covering the sentences and connected text. Listening to the recordings while silently reading the text can be an important help not only learning new terms but also in learning to read with the speed and rhythm of a native Chinese rather than with the haphazard pauses characteristic of a beginning student. This is not simply an aesthetic matter but is vitally related to gaining fluency in reading and speaking.

In learning to speak, the primary emphasis is on achieving facility in uttering sentences rather than simply in memorizing lists of words. Similarly in reading the object is to read diverse materials with speed and comprehension rather than simply to "know" an impressive number of individual characters or to be content with the agonizing translation or decoding which far too often passes for reading. Fluency in reading or speaking can only be achieved by extensive practice of all the interrelated aspects of the reading or speaking process. To accomplish this we must READ, READ, READ, WRITE, WRITE, WRITE, AND SPEAK, SPEAK, SPEAK.

It is high time now for us to learn Chinese which is one of the five official languages of the United Nations and is used by 25% of the world's population.

September 1969

FACULTY OF ARTS
NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Modern Languages

Course Number: 101

Title: Chinese

Sub-Title or Description:
Mandarin Chinese II

Credit Hours: 3

Vector Description: 2-0-2

Pre-requisite(s): Chinese 100

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 30+ (minimum of 12)

Semester Offered (eg. Yearly, every Spring; twice yearly,
Spring Fall and Spring):

When course will first be offered: Spring ~~1974~~ 1975

III JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

Continues the work of Chinese 100

- B. What is the range of topics that may be dealt with in the course?

(see outline)

C. How does this course fit the goals of the department?

Adds lower level options

D. How does this course affect degree requirements?

No effect

E. What are the calendar changes necessary to reflect the addition of this course?

Mere addition of course

F. What course, if any, is being dropped from the calendar if, this course is approved?

None

G. What is the nature of student demand for this course?

Considerable (see attached petition)

H. Other reasons for introducing the course.

Success of similar non-credit courses

IV BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

To be arranged.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

Small number of additional books in Library

Approval:

Curriculum Committee: MAR 2 9 1957

Dean of Faculty: *J. H. Sullivan*

Senate:

September 1969

FACULTY OF ARTS
NEW COURSE PROPOSAL

I CALENDAR INFORMATION

Department: Modern Languages Course Number: 250

Title: Chinese

Sub-Title or Description:

Reading and Writing Chinese

Credit Hours: 3

Vector Description: 3-0-0

Pre-requisite(s): None

II ENROLMENT AND SCHEDULING

Estimated Enrolment: 30+ (minimum 12)

Semester Offered (eg. Yearly, every Spring; twice yearly,
Fall Fall and Spring):

When course will first be offered: Fall ~~1973~~ 1974

III JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department and from courses in other departments in the University?

See course outline. No similar courses offered in the University.

- B. What is the range of topics that may be dealt with in the course?

The course is designed to develop the student's ability to read simple texts and to write short essays in modern Chinese. Students will be introduced to the lexical, morphological, syntactical, grammatical and orthographic features of contemporary writing style with a touch of calligraphy. Readings are selected from books and articles in a variety of styles including documentary, periodical, polemical and literary materials. Active usage of a minimum of 800 characters will be expected of the students. No knowledge of Chinese is required. This course will be conducted in English.

C. How does this course fit the goals of the department?

Adds lower level options of an attractive kind.

D. How does this course affect degree requirements?

No effect

E. What are the calendar changes necessary to reflect the addition of this course?

Mere addition of course

F. What course, if any, is being dropped from the calendar if this course is approved?

None

G. What is the nature of student demand for this course?

Potentially large (see enclosed petitions)

H. Other reasons for introducing the course.

IV BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

To be arranged

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

Small number of additional books in Library

Approval:

Curriculum Committee: MAR 29 1975

Dean of Faculty: *Chapman*

Senate:

DEPARTMENT OF MODERN LANGUAGES

READING AND WRITING CHINESE

Course Syllabus

The course is designed to develop the student's ability to read simple texts and to write short essays in modern Chinese. Students will be introduced to the lexical, morphological, syntactical, grammatical and orthographic features of contemporary writing style with a touch of calligraphy. Readings are selected from books and articles in a variety of styles including documentary, periodical, polemical and literary materials. Active usage of a minimum of 800 characters will be expected of the students. No knowledge of Chinese is required. This course will be conducted in English.

Lecture/Discussion

- | | |
|----------|--|
| Week 1: | The Six Graphic Principles |
| week 2: | A Historical sketch of the Evolution of the Chinese written language:
Bronze and Oracle Bone Inscriptions |
| Week 3: | Han Innovations (206 B.C. - 220 A.D.)
The Chen Shu Style of T'ang times (618-906) |
| Week 4: | The Hsing Shu Style of the Sung Dynasty (906 - 1279)
The Eclectics of the Yuan (1234 - 1368) and Ming (1368 - 1644) |
| Week 5: | The Simplified Characters of the People's Republic of China (1949 -) |
| Week 6: | Review and Mid-term Examination |
| Week 7: | Readings in Expository Essays:
Language Training by CHEN Hsueh-ping
Ideal Vernacular by CHU Tzu-ching |
| Week 8: | Readings in Narration:
An Incident by Lu Hsun
The Last Lesson tr. by Hu Shih |
| Week 9: | Readings in Satirical Articles:
Mr. Almost by Hu Shih
A Mad Man's Diary by Lu Hsun |
| Week 10: | Readings in Newspaper Chinese:
Ministry of Education Assists Students
Editorial: Congratulations to the World Youth Congress |

- Week 11: Readings in Chinese Communist Ideology:
On Contradiction by Mao Tse-tung
- Week 12: On the Chinese Communist Party by Liu
Shao-ch'i
- Week 13: Review and Final Examination

RECOMMENDED TEXTS:

- Chen, Chih-mai, Chinese Calligraphers and their Art.
Melbourne, Melbourne University Press, 1966.
- Chi, Wen-shun, Readings in Chinese Communist Ideology.
Berkeley, University of California Press,
1968.
- Twenty Lectures on Chinese Culture.
New Haven, Yale University Press, 1967.
- Driscoll, Lucy, Chinese Calligraphy. Chicago, Ill.,
University of Chicago Press, 1935.
- Elementary Chinese Part I & II. Peking,
Commercial Press, 1972.
- The Chinese Reader Part I & II. Peking,
Commercial Press, 1972.
- Chang, Hsuan, Etymologies of Three Thousand Chinese
Characters in Common Usage. New York,
Oxford University Press, 1968.

There will be mimeographed handouts available for students
throughout the semester.