Happy New Year! We are pleased to announce the second newsletter of The Chinese Language Teachers Association of Western Pennsylvania (CLTA-WPA). The newsletter serves as a venue among members of CLTA-WPA to share news and resources. Example items include but not limited to (1) descriptions of events associated with your Chinese programs that took place in the past semester or planned for the incoming semester; (2) conference presentations, articles, books, or other achievements you would like to share; (3) conference/workshop announcements, website/software recommendations, or other news related to our field, (4) job ads or other related advertisement. Pictures are welcome.

News items can be submitted to CLTA.WPA2014@gmail.com. Questions and suggestions can be addressed to Dr. Shijuan Liu at SLiu@iup.edu. We hope that you will find the newsletter helpful, and thank you for your support.

Newsletter Committee
Shijuan Liu (Chair) & Sue-meii Wu

CLTA-WPA Board of Directors

Officers:
Sue-meii WU (吳素美), President & Founder
Yueming YU (于月明), Vice-president
Gang LIU (刘刚), Secretary-Treasurer
Shijuan LIU (刘士娟), Newsletter

Board Members (alphabetical order):
Wen-hua DU (杜雯華), Pennsylvania State University
Mandy Lin FONG (林淑華), Shadyside Academy
Gang LIU (刘刚), Carnegie Mellon University
Shijuan LIU (刘士娟), Indiana University of Pennsylvania
Haixia WANG (汪海霞), University of Pittsburgh
Sue-meii WU (吳素美), Carnegie Mellon University
Ying XIAO (萧映), Saint Vincent College
Yi XU (许怡), University of Pittsburgh
Yueming YU (于月明), Carnegie Mellon University
Jing ZHOU (周璟), Sewickley Academy
Message from the President

Dear CLTA-WPA colleagues,

As we reach the end of 2014 and welcome the new year of 2015, we are very happy that, with our Board of Directors’ devotion and your active participation, our CLTA-WPA has achieved some crucial milestones within her first 6 months. Following are some major events we have accomplished together:

(1) We have recruited over 120 members. A membership directory and D-list were established. The CLTA-WPA website is up: http://clta-wpa.org.

(2) May 4th, 2014: CLTA-WPA Inaugural Conference

A successful CLTA-WPA Inaugural Conference was held at Carnegie Mellon University on Sunday May 4, 2014. The conference theme was “Chinese Language Teaching and Learning in the Global Context.” 70 Chinese teachers registered for the conference and a general membership meeting was also held.

(3) August 2014: Summer Newsletter (1st issue) published and also posted on the CLTA-WPA website (<http://clta-wpa.org>)

(4) October 5, 2014: CLTA-WPA Autumn Symposium

The 2014 CLTA-WPA Autumn Symposium theme was “Steps to AP Chinese: the articulation of K-12 and K-16 Chinese teaching and learning.” Approximately 80 Chinese educators were in attendance. Symposium activities included paper presentations, a general membership meeting and open forum, a book exhibition and a drawing for prizes.

We look forward to our upcoming 2015 events:


(6) April 12 (Sunday), 2015: The CLTA-WPA 2015 Spring Symposium to be held at the University of Pittsburgh.

We are all ears! If you have any questions or suggestions you are welcome to reach our Board of Directors members. Your support and participation are very much valued and appreciated.

Looking forward to seeing you all at the coming Spring 2015 events and wishing you a very joyful and successful 2015!

Sincerely,

Sue-mei Wu 吳素美
Founder and President of CLTA-WPA
Teaching Professor of Chinese Studies
Dept. of Modern Languages, Carnegie Mellon University
Baker Hall 160, Pittsburgh, PA 15213
Phone: 412-268-5949
e-mail: suemei@andrew.cmu.edu
CLTA-WPA Committees

**Membership Drive Committee**
Wenhua DU (杜雯華)
Haixia WANG (汪海霞)
Sue-mei WU (吳素美)
Ying XIAO (萧映)
Yi XU (许怡)
Yueming YU (于月明)

**Website**
Shijuan LIU (刘士娟)
Sue-mei WU (吴素美)

**Public Relations**
Mandy FONG (林淑華)
Sue-mei WU (吴素美)

**Program Committee**
(Conference & Workshop)
Gang LIU (刘刚)
Sue-mei WU (吴素美)
Yueming YU (于月明)

**Fund-Raising Committee**
Wenhua DU (杜雯華)
Sue-mei WU (吴素美)
Ying XIAO (萧映)
Jing ZHOU (周璟)
Yueming YU (于月明)

**K12 Program**
Mandy FONG (林淑華)
Haixia WANG (汪海霞)
Jing ZHOU (周璟)

**Newsletter**
Shijuan LIU (刘士娟)
Sue-mei WU (吴素美)

---

CLTA-WPA 2014 Fall Symposium Successfully Held at CMU

The Chinese Language Teachers Association of Western Pennslyvania 西賓州中文教師學會 (CLTA-WPA, http://clta-wpa.org) was established on May 4, 2014 to help advance the teaching and research of Chinese language and culture in western Pennsylvania.

Sue-mei Wu 吳素美，founder and president of CLTA-WPA, fellow CMU faculty members Yueming Yu 于月明 (vice president) and Gang Liu 劉剛 (treasurer), and Jing Zhou 周璟 from Sewickley Academy organized a very successful CLTA-WPA 2014 Fall Symposium at Carnegie Mellon University on October 5, 2014. The Symposium theme was “Steps to AP Chinese: the articulation of K-12 and K-16 Chinese teaching and learning.” Around 80 Chinese educators were in attendance. Symposium activities included paper presentations, a general membership meeting and open forum, a book exhibition and a drawing for prizes. In its first 6 months, CLTA-WPA has already attracted over 120 members. CLTA-WPA will hold a Spring Symposium on April 12, 2015 at the University of Pittsburgh.
**Symposium Theme** 主題: Steps to AP Chinese: the articulation of K-12 and K-16 Chinese teaching and learning

**Time** 時間: 9:30-4:00 PM, October 5 (Sunday), 2014

**Place** 地點: Steinberg Auditorium (Baker Hall A53), Carnegie Mellon University

**Hosts** 主辦單位: Carnegie Mellon University & Sewickley Academy

**9:30-10:00** Welcome, Registration, Refreshments, Book Exhibitions 歡迎 / 註冊 / 點心 / 書展

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1: Cultivating AP Chinese Students at the College Level: What and How</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:20</td>
<td>What to do to cultivate AP Chinese students at the College Level</td>
</tr>
<tr>
<td></td>
<td>Sue-mei Wu 吳素美 (Carnegie Mellon University)</td>
</tr>
<tr>
<td>10:20-10:40</td>
<td>How to cultivate AP Chinese students at the College Level</td>
</tr>
<tr>
<td></td>
<td>Yueming Yu 于月明 (Carnegie Mellon University).</td>
</tr>
<tr>
<td>10:40-10:50</td>
<td>Baker Hall Coffee Lounge Area: Break, Refreshments, Book Exhibitions</td>
</tr>
</tbody>
</table>

**Session 2: Research, Practice and Assessment in CFL**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 2: Research, Practice and Assessment in CFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:50-11:10</td>
<td>Three Points of Focus for Teaching Chinese as a Heritage Language at the University Level</td>
</tr>
<tr>
<td></td>
<td>Ming-Ying Li 李明頥 (Pennsylvania State University)</td>
</tr>
<tr>
<td>11:10-11:30</td>
<td>Perceptual Parts in Chinese L2 Word Recognition: Specifying the Nature of Character Pre-lexical Processing</td>
</tr>
<tr>
<td></td>
<td>Frank M. Dolce 杜啟天 (University of Pittsburgh)</td>
</tr>
<tr>
<td>11:30-11:50</td>
<td>中文考試題型的測量能力分析</td>
</tr>
<tr>
<td></td>
<td>Huiwen Li 李惠文 (Carnegie Mellon University)</td>
</tr>
<tr>
<td>11:50-12:00</td>
<td>Baker Hall Coffee Lounge Area: Break, Refreshments, Book Exhibitions</td>
</tr>
</tbody>
</table>

休息/點心/書展
### Session 3: CALL in CFL Teaching and Learning

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 12:00-12:20 | Multimedia Projects in Beginning and Intermediate Level Chinese Language Courses: Issues and Strategies  
Shijuan Liu 劉士娟 (Indiana University of Pennsylvania) |
| 12:20-12:40 | An Innovative Online Learning Module for Teaching Chinese Theater and Literature  
Sue-mei Wu 吳素美 (CMU), Yuyun Lei 雷雨芸 (Univ. of Pittsburgh) & |
| 12:40-12:40 | Baker Hall Coffee Lounge Area, LUNCH (FREE) & Book Exhibitions午餐 / 書展 |
| 12:40-12:40 | CLTA-WPA Board of Directors Lunch Meeting (Seminar Room, BH A54會議室) |

### Session 4: AP Chinese in K-12 Settings

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 1:40-2:00 | AP漢語課程教學設計  
Liu Qing 劉晴 (武漢大學 and Confucius Institute, University of Pittsburgh) |
| 2:00-3:10 | Fostering and Sustaining the Chinese Program in a Secondary School  
Presenters: Jing Zhou 周璟 (Sewickley Academy)  
Shan Callaghan 高山 (Sewickley Academy)  
Mandy Fong 林淑華 (Shady Side Academy)  
**Discussions**: Discussion leader: Jing Zhou 周璟 (Sewickley Academy) |
| 3:10-3:20 | Baker Hall Coffee Lounge Area: Refreshments & Book Exhibitions休息/點心/書展 |
| 3:20-4:00 | CLTA-WPA Membership meeting, Q & A, Group photo  
會員大會/ 討論 / 問答 / 全體照/ 閉幕 |

致謝 Acknowledgments: We extend our thanks and appreciation to the following sponsors for this CLTA-WPA 2014 Autumn Symposium秋季研討會. Thank you! 謝謝!.

Sewickley Academy (http://sewickley.org)

Pittsburgh Science of Learning Center (PSLC, http://learnlab.org)

Department of Modern Languages, Carnegie Mellon University
The 2\textsuperscript{nd} yearly Student Chinese Calligraphy Showcase at Carnegie Mellon University

The 2\textsuperscript{nd} yearly Student Chinese Calligraphy Showcase at Carnegie Mellon University (SCCS-CMU) was held on December 4 in Pittsburgh, Pennsylvania. This exhibition showcased around thirty pieces of calligraphy work from each student who took the Chinese Calligraphy Culture and Skill course. After faculty members and students from Carnegie Mellon University and other local universities attended the event, they left appraisals and expressed their enjoyment.

Chinese Calligraphy Culture and Skill is an introductory course aimed at building knowledge of the core Chinese culture and basic writing skills in students. It was designed by Huiwen Li (1st year co-instructor and 2nd year instructor) and Dr. Yueming Yu (1st year co-instructor) based on a careful assessment of student’s needs. In class, students with and without Chinese language capstone project for students to demonstrate and apply their comprehensive learning from this class. Overall, the students found this experience to be not only challenging, but also rewarding and relaxing. Background were educated to appreciate Chinese calligraphy and to write calligraphy in regular style. At the end the semester, this showcase acted as a capstone project for students to demonstrate and apply their comprehensive learning from this class. Overall, the students found this experience to be not only challenging, but also rewarding and relaxing.
Huiwen Li (on the left), the course instructor and his work calligraphy student

Dr. Yuming Yu is making comments to a calligraphy student

A calligraphy student is explaining his work to Haixia Wang (on the right), Chinese language instructor.
The Chinese Program at the University of Pittsburgh held 4 sessions of Chinese Language Table in the fall semester of 2014. The first Chinese Language Table featuring Mid-Autumn Festival celebration was held on September 8. Students and teachers performed a skit together to introduce the origin of Mid-Autumn Festival. All the student participants were then grouped to conduct Chinese conversation with native speakers and teachers to talk about Chinese holidays. Students enjoyed moon cakes, Chinese snacks and playing games in the first Chinese Language Table.

In the end of September, Douglas McNeil, a student in our Chinese Program, began the 2nd Chinese Language Table by sharing his studying abroad, traveling, and filed work experiences in China. Following his presentation, students talked about their traveling, and studying abroad experiences with native speakers and teachers in small groups. The third and fourth sessions of Chinese Language Table were held respectively in October and November. Students talked about Chinese food/restaurants and dining habits in the 3rd Chinese Language Table. The topic for the last Chinese Language Table was dating and its cultural differences between China and the US.

About 60 students, 30 native speakers, and 9 teachers participated in these Chinese Language Table events in the fall. We thank all the volunteers that came and had Chinese conversation with our students. We plan to have a few more sessions of Chinese Language Table at Pitt in the spring semester of 2015 as well. We encourage all students to participate in these events as they provide great Chinese speaking environment outside the classroom setting.
On October 24, Dr. Shijuan Liu and Asian Studies Club student officers organized the East Asia Night. Several student organizations were involved. Chinese language students performed together with students and visiting scholars from China.

Dr. Shijuan Liu with Chinese Culture Club and Global Awareness Learning Community, invited Professor Sun Sun, a visiting scholar from Fashion College, Shanghai University of Engineering Science, to give hands-on making Chinese knots in Fall 2014.

Dr. Shijuan Liu offered free Chinese language classes to interested kids (7-11 years old) from local community enrolled in the 2014 Footlight summer camp program on campus. Participants learned basic Chinese conversations, numbers, games, and songs.

On September 8, Dr. Shijuan Liu organized the Chinese Moon festival celebration for students learning Chinese, visiting scholars from China, IUP faculty and staff members associated with China, and other interested community members. Participants learned how to make Chinese dumplings and taste Chinese moon cakes.
Congratulations to
Dr. Shijuan Liu and Dr. Sue-mei Wu for
Winning the 2014 CLTA Cengage Learning Award for Innovative Excellence in Teaching Chinese as a Foreign Language

Drs. Shijuan Liu (on the left) and Sue-mei Wu were both nationally recognized and received the 2014 CLTA-Second Prize in the 2014 CLTA-Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language at the CLTA Annual Meeting at the CLTA/ACTFL conference, Nov. 21-23, 2014 in San Antonio, Texas.

This award is designed to encourage CLTA (Chinese Language Teachers Association, http://clta-us.org) members to contribute to the improvement of Chinese Foreign Language (CFL) education in the United States through the design, development, and application of new pedagogy, innovative classroom practices, and teaching tools (e.g. multi-media).

Sue-mei Wu (CLTA-WPA Founder and President), Teaching Professor of Chinese Studies, Department of Modern Languages of Carnegie Mellon University has won Second Prize in the 2014 CLTA-Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language for her project entitled “The Chinese Folk Performance Curriculum: Leveraging Technology, Balancing Learners’ Content Knowledge and Language Proficiency.” The project showcases the integration of advanced technology into a course that introduces Chinese representative folk arts, including opera, puppetry, storytelling, music and instruments, folk beliefs and temple festivals. Wu created, designed and taught the Chinese Folk Performance course at CMU, and it has been very welcomed by students.

Shijuan Liu (CLTA-WPA Officer and Board Member) teaches Chinese language and literature at the Department of Foreign Languages at Indiana University of Pennsylvania. She serves as the column editor on Emerging Technologies for the Journal of Technology and Chinese Language Teaching. The title of her project that won the 2014 CLTA-Cengage Learning Award for Innovative Excellence is “Content Based Instruction With Emerging Technology for A Mixed Level Postsecondary Chinese Language Class”. The project summarized her teaching of the course entitled Chinese Stories and Poems in the Spring semester of 2014.
Textbook: Chinese Link 中文天地

**CHINESE LINK:** 中文天地 (Beginning Chinese)
By Sue-mei Wu 吴素美, Yueming Yu 于月明, Yanhui Zhang 张燕辉, Weizhong Tian 田维忠
中文天地 网页 Website: [http://www.pearsonhighered.com/showcase/chineselink2e/](http://www.pearsonhighered.com/showcase/chineselink2e/)

**CHINESE LINK:** 中文天地 (Intermediate Chinese)
By Sue-mei Wu 吴素美 & Yueming Yu 于月明
中文天地 网页 Website: [http://www.pearsonhighered.com/showcase/chineselink2e/](http://www.pearsonhighered.com/showcase/chineselink2e/)
[www.pearsonhighered.com/chineselink](http://www.pearsonhighered.com/chineselink)

**Features of CHINESE LINK: Zhongwen Tiandi 中文天地 (Beginning Chinese) 特色**

- The **5Cs (National Standards)** are blended consistently throughout the content and exercises in the program.
- From the beginning of the text, we help students build from words and phrases to sentences and cohesive passages and then to application in **communicative tasks**.
- The textbook contains many **drawings** and **authentic photographs**, and utilizes a clear, attractive layout.
- **Both Traditional and Simplified character forms** are listed for every **vocabulary** item. When students see the two forms side by side it helps them to make an association between the two.
- Differences in usage between **Mainland China and Taiwan** are consistently identified.
- Interesting **cultural notes** are included in each lesson and supplemented with authentic photographs from **Mainland China, Taiwan, and Hong Kong**.

**What’s New to this Edition <<中文天地>> 第二版的崭新面貌**

1. **In General 总体特色**
   Lessons have been revisited to provide greater balance among lessons, add more review and recycling of materials, enhance consistency, and emphasize student outcomes. More engaging and communicative exercises for learners have been added, and several of the culture notes have been updated.

2. **4-color design 彩色设计**
   The use of a 4-color design now provides clear delineation between various items, and makes the text more appeal-
3. Chapter opening 每章开头
   - Opening photos have been updated and highlight the lesson theme.
     A “Connections and Communities Preview” section has been added to help learners make connections to their daily life and build links among their communities. Questions focus on the lesson and Culture Link themes.

4. Sentence Patterns 句型
   Key grammar points in the sentence pattern section are highlighted in order to show the grammar in context.

5. Language notes 语文注释
   Notes have been placed next to the Language in Use texts for ease of reference.

6. Grammar 语法
   - Pinyin has been added to the examples to provide a more effective illustration of the key grammar notes.
   - Grammar explanations have been simplified and clarified.
     A new “Try It!” section has been added to provide guided communicative practice immediately following and reinforcing grammar points.

7. Supplementary Practice 补充课文
   Questions have been added for reading comprehension practice of the supplementary texts.

8. Activities 练习
   Activities have been updated and additional communicative activities have been added.

9. Culture Notes 文化点滴
   - Culture Notes have been updated with new information and some new topics of interest to today’s students. They are also more thematically linked to the content of the lesson.
   - A “Do You Know...” section of introductory questions has been added before the reading to arouse student motivation, attention, and interest before reading the culture notes.
     Comparison questions after the reading help learners to compare and discuss their culture to Chinese culture. Questions also encourage discussion on issues related to the reading and lesson’s theme.
     Photos have been updated to present scenes related to the reading. Captions encourage reflection of information learned in the reading.

10. Fun with Chinese 趣味中文
    Activity questions have been added to highlight familiar words in the idiom/slang and allow students to connect real-life situations with the sayings.

11. Let’s Go! 行动吧！
    Information and activities have been updated to strongly relate to the lesson’s theme.

12. Workbook 作业本
    - The Workbook incorporates listening, character, grammar and comprehensive exercises into each lesson homework.
Textbook: 古文入門 (Classical Chinese Primer)

By John C. Y. Wang (Stanford Univ.), Sue-mei Wu (Carnegie Mellon Univ.), Shaoyu Jiang (Peking Univ.) and Frank F. S. Hsueh (The Ohio State Univ.) The Chinese University Press (CUP), The Chinese University of Hong Kong 香港中文大学出版社

Classical Chinese Primer (Reader + Workbook+ Free Audio CDs) may also be ordered from Columbia University Press.

About the Book: Designed for those who have studied Modern Chinese for one or two years, but who have had no exposure to Classical Chinese before, Classical Chinese Primer is in a set of two volumes: the reader itself and a workbook. This reader includes forty lessons in total, covering selected readings from ancient fables, philosophical texts, as well as historical and literary writings. Each selection is accompanied by annotations and clear and jargon-free grammar notes. Beginners of Classical Chinese will find this reader useful in building up their basic grammatical knowledge of the language.

Table of Contents:
A Note on Notations and Transliterations, Chronology of Major Chinese Dynasties and Periods, Introduction
1. Ancient Fables (Part 1) 一. 寓言選 上
   (甲) Pulling at a young plant in order to help it grow 拔苗助長 << 孟子 >>
   (乙) Pretending to play the yu so as to make up the numbers 滥竽充數 << 韓非子 >>
   (丙) Keeping watch at a tree stump to wait for a rabbit 守株待兔 << 韓非子 >>
   (丁) Drawing a snake and adding feet to it 畫蛇添足 << 戰國策 >>

2. Ancient Fables (Part 2) 二． 寓言選 下
   (甲) The fox makes use of the tiger's majesty 狐假虎威 << 戰國策 >>
   (乙) Carving a mark on the boat in order to find the sword 刻舟求劍 << 吕氏春秋 >>
   (丙) The old man on the frontier loses his horse 塞翁失馬 << 淮南子 >>
   (丁) The Duke of She is fond of dragons 葉公好龍 << 新序 >>

3. Selections from the Analects (Part 1) 三． <<論語>> 選上 (A) 學而 (B) 學而 (C) 公冶長 (D) 逃而

4. Selections from the Analects (Part 2) 四． <<論語>> 選中 (A) 公冶長 (B) 顏進

5. Selections from the Analects (Part 3) 五． <<論語>> 選下 (A) 陽貨 (B) 子張

6. Selection from the Mencius (No. 1) 六． << 孟子．梁惠王上 >> (節)

7. Selection from the Mencius (No. 2) 七． << 孟子．梁惠王下 >> (節)

8. Selection from the Mencius (No. 3) 八． << 孟子．滕文公下 >> (節)

9. Selections from the Book of Rites 九． <<禮記>> 選 (A) Youzi talks just like the Master 有意之言似夫子 <<檀弓上 >> (B) Harsh government is fiercer than a tiger 奪政猛於虎 << 檀弓下 >>
10. Selections from the *Laozi* (*Lao-tzu*) 十. <<老子>> 選

11. Selection from the *Mozi* (*Mo-tzu*) 十一. <<墨子．公輸>> （節）

12. Selection from the *Zhuangzi* (*Chuang-tzu*) (No. 1) 十二. <<莊子．秋水>>（節）

13. Selection from the *Zhuangzi* (*Chuang-tzu*) (No. 2) 十三. <<莊子．徐無鬼>> （節）

14. Selection from the *Xunzi* (*Hsün-tzu*) 十四. <<荀子．勸學>> （節）

15. Selection from the *Han Feizi* (*Han-fei-tzu*) 十五. <<韓非子．說林>> （節）

16. Selection from the *Zuozhuan* (*Tso-chuan*) 十六. <<左傳>>：曹劌論戰

17. Selection from the *Zuozhuan* (*Tso-chuan*) 十七. <<左傳>>：齊桓公伐楚

18. Selection from the *Zuozhuan* (*Tso-chuan*) 十八. <<左傳>>：子產論治

19. Selection from the *Zuozhuan* (*Tso-chuan*) 十九. <<左傳>>：勾踐治越

20. Selection from the *Zuozhuan* (*Tso-chuan*) 二十. <<左傳>>：曹彼論戰

21. Selection from the *Zuozhuan* (*Tso-chuan*) 二十一. <<左傳>>：齊桓公伐楚

22. Selection from the *Zuozhuan* (*Tso-chuan*) 二十二. <<左傳>>：子產論治

23. Selection from the *Records of the Historian* The Basic Annals of Xiang Yu 二十三. <<史記．項羽本紀>>

24. Selection from the *Records of the Historian* The Hereditary House of the Marquis of Liu 二十四. <<史記．留侯世家>>

25. Selection from the *Records of the Historian* The Biography of the Prince of Wei 补编：Wang Wei: "The Yimen Song" 二十五. <<史記．魏公子傳>>（節） 附：王維：<<夷門歌>>

26. Selection from the *Records of the Historian* The Biography of General Li 二十六. <<史記．李將軍列傳>>（節）

27. Selection from the *History of the Former Han Dynasty* The Biography of Gong Sui 二十七. <<漢書>>：龔遂傳

28. Selection from the *History of the Later Han Dynasty* The Biography of Dong Xuan 二十八. <<後漢書>>：董宣傳


32. Selection from the *History of the Later Han Dynasty* The Biography of the Nan Xiongnu:  section on Ming Fei 补编：Wang Anshi: "Ming Fei Song" 补编：Ouyang Xiu: "Ming Fei Song in Harmony with Wang Jiefu's Work" 二十九. <<後漢書．南匈奴傳>>；明妃段 附：王安石；<<明妃曲>>

33. Selection from the *History of the Later Han Dynasty* The Biography of the Nan Xiongnu:  section on Ming Fei 补编：Wang Anshi: "Ming Fei Song" 补编：Ouyang Xiu: "Ming Fei Song in Harmony with Wang Jiefu's Work" 二十九. <<後漢書．南匈奴傳>>；明妃段 附：王安石；<<明妃曲>>

34. Selection from the *History of the Later Han Dynasty* The Biography of the Nan Xiongnu:  section on Ming Fei 补编：Wang Anshi: "Ming Fei Song" 补编：Ouyang Xiu: "Ming Fei Song in Harmony with Wang Jiefu's Work" 二十九. <<後漢書．南匈奴傳>>；明妃段 附：王安石；<<明妃曲>>


38. Selection from the *History of the Later Han Dynasty* The Biography of the Nan Xiongnu:  section on Ming Fei 补编：Wang Anshi: "Ming Fei Song" 补编：Ouyang Xiu: "Ming Fei Song in Harmony with Wang Jiefu's Work" 二十九. <<後漢書．南匈奴傳>>；明妃段 附：王安石；<<明妃曲>>


Appendix I: Grammar Summary
Appendix II: Simplified Character Texts with Pinyin
A Changing China (Advanced Chinese) program systematically emphasizes and integrates the “5Cs” principles of the National Standards for Foreign Language Education—Communication, Cultures, Comparisons, Connections, and Communities—throughout the program. It encompasses 8 Units (16 lessons). It is designed to be completed in one academic year of college-level study and mainly for learners of Chinese as a foreign language at the intermediate-high or advanced-low levels of proficiency, as designated by the ACTFL standards (typically, 5th to 6th semester or third-year Chinese language courses at most North American universities or colleges). Heritage students in intermediate-level courses can also make use of many features of this textbook to advance their proficiency and literacy skills. The program will advance their language competency in all four skills. Students will expand their explicit knowledge of socio-cultural influences on Chinese language use, and will be able to apply the knowledge to conduct culturally appropriate spoken and written communication across various social domains and genres. The advanced level program encompasses themes and topics carefully selected to be closely related to current and crucial issues related to social change in China, such as population growth, the single-child generation, lovers and marriage, housing, traffic, education, pop culture and healthy living. The topics, content, exercises, activities, and literacy training at this advanced level are well blended and linked with the theme-based Chinese societal phenomena presented throughout the curriculum. The program will help learners to gain a deeper understanding of the cultural background of Chinese language and society. Learners will also develop a repertoire of strategies and resources to assist their learning so that they will gradually become autonomous learners who are able to conduct independent learning on Chinese language, culture, history, and society.

LEVEL 3, PART 1:

<table>
<thead>
<tr>
<th>中文单元</th>
<th>英文单元</th>
</tr>
</thead>
<tbody>
<tr>
<td>第一单元: 人口</td>
<td>UNIT 1: POPULATION (Lesson 1 &amp; Lesson 2)</td>
</tr>
<tr>
<td>第二单元: 独生子女这一代</td>
<td>UNIT 2: THE SINGLE-CHILD GENERATION (Lesson 3 &amp; Lesson 4)</td>
</tr>
<tr>
<td>第三单元: 恋爱, 婚姻</td>
<td>UNIT 3: LOVERS AND MARRIAGE (Lesson 5 &amp; Lesson 6)</td>
</tr>
<tr>
<td>第四单元: 住房</td>
<td>UNIT 4: HOUSING (Lesson 7 &amp; Lesson 8)</td>
</tr>
</tbody>
</table>

LEVEL 3, PART 2:

<table>
<thead>
<tr>
<th>中文单元</th>
<th>英文单元</th>
</tr>
</thead>
<tbody>
<tr>
<td>第五单元: 交通</td>
<td>UNIT 5: TRAFFIC (Lesson 9 &amp; Lesson 10)</td>
</tr>
<tr>
<td>第六单元: 教育与就业</td>
<td>UNIT 6: EDUCATION AND EMPLOYMENT (Lesson 11 &amp; Lesson 12)</td>
</tr>
<tr>
<td>第七单元: 流行文化</td>
<td>UNIT 7: POP CULTURE (Lesson 13 &amp; Lesson 14)</td>
</tr>
<tr>
<td>第八单元: 健康, 养生</td>
<td>UNIT 8: HEALTHY LIVING (Lesson 15 &amp; Lesson 16)</td>
</tr>
</tbody>
</table>
### Level 3, Part 1 范围和顺序 SCOPE AND SEQUENCE (SAMPLE)

<table>
<thead>
<tr>
<th>课程 &amp; 主题</th>
<th>教学目标 &amp; 交际活动</th>
<th>语法要点</th>
<th>补充阅读</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons &amp; Topics</td>
<td>Objectives &amp; Communications</td>
<td>Grammar</td>
<td>Supplementary Reading</td>
</tr>
<tr>
<td>第一单元: 人口 UNIT ONE: POPULATION</td>
<td>- To learn the population situation in China</td>
<td>I. 倍数的说法</td>
<td>(补): 台湾的人口问题</td>
</tr>
<tr>
<td>第一节: 人口问题的新挑战 LESSON 1: The New Challenges of Population Issues</td>
<td>- To learn the pros and cons of China’s population policy</td>
<td>II. The Causative verb 使</td>
<td>(媒): 出生婴儿性别比例</td>
</tr>
<tr>
<td></td>
<td>- To learn to express your own opinions on the population policy</td>
<td>III. 在……方面</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To review how to say numbers, percentages, and to learn how to say times</td>
<td>IV. 表达次序的词语: 首先……，其次……</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To be able to use causative verbs</td>
<td>V. “来” 的用法</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To learn the traditional Chinese concept on men and women</td>
<td></td>
<td>(补): 港台重男轻女观念仍然严重</td>
</tr>
<tr>
<td>第二单元: 独生子女这一代 UNIT TWO: THE SINGLE-CHILD GENERATION</td>
<td>- To learn how this old concept has influenced Chinese people’s thinking towards having children</td>
<td>I. 连接词 Conjunctions</td>
<td>(媒): 民意调查: 生两个孩子最合适</td>
</tr>
<tr>
<td>第二节: 生了女儿以后…… LESSON 2: After Having a Baby Girl……</td>
<td>- To learn to analyze and comment on the relationship between this old concept and China’s population policy</td>
<td>A. 本该……，但是/可是……</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To learn to use some special conjunctions</td>
<td>B. 反而</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To learn how to use zero-subject sentences for coherence</td>
<td>C. 因此而</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To know the special characteristics of the generation of youth in China born in the 90s</td>
<td>D. 连……，也……</td>
<td></td>
</tr>
<tr>
<td>第三单元: 独树一格的“九零后” UNIT THREE: THE UNIQUE “POST-90S”</td>
<td>- To know and understand the social background that has fostered this generation</td>
<td>E. 于是</td>
<td></td>
</tr>
<tr>
<td>第三节: 独树一格的“九零后” LESSON 3: The Unique “POST-90S”</td>
<td>- To know how this generation may influence the future of China</td>
<td>I. The use of 为</td>
<td>(补): 香港的“八零后”</td>
</tr>
<tr>
<td></td>
<td>- To be able to describe people’s merits and shortcomings</td>
<td>II. The use of 于</td>
<td>(媒): 网络成为束缚，台湾年轻人被 “绑架”</td>
</tr>
<tr>
<td></td>
<td>- To be able to analyze and comments on the younger generation in China today</td>
<td>III. 令人+V.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To be able to make comparisons between young people in China and those in other countries</td>
<td>IV. 不管</td>
<td></td>
</tr>
<tr>
<td>第四单元: “八零后”的烦恼 UNIT FOUR: THE WORRIES OF THE “POST-80S”</td>
<td>- To know the characteristics of the post-80s young generation in China</td>
<td>I. V + 上 （爱上）</td>
<td>(补): 香港的“八零后”</td>
</tr>
<tr>
<td>第四节: “八零后”的烦恼 LESSON 4: The Worries of the “Post-80s”</td>
<td>- To know some typical worries of the post-80s young generation</td>
<td>II. 能 + V. + 即+ V.</td>
<td>(媒): 年轻人在台湾</td>
</tr>
<tr>
<td></td>
<td>- To learn about the daily life of the post-80s young generation in China, Taiwan and Hongkong</td>
<td>III. 以前的重要语法点复习</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To be able to use the “V+ 上” &amp; “能 V. + 即 V. “ patterns in the expressions.</td>
<td>A. 既 (又) ……，又……</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To review the conjunction:</td>
<td>“既 (又) ……又……”</td>
<td></td>
</tr>
</tbody>
</table>

---

Page 16  CLTA-WPA NEWSLETTER
<table>
<thead>
<tr>
<th><strong>UNIT THREE: LOVERS AND MARRIAGE</strong></th>
<th><strong>LESSON 5: Changes in the Concept of Lovers and Marriage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- To get to know the traditional Chinese concept on love and marriage in feudal society</td>
<td></td>
</tr>
<tr>
<td>I. “之” 的用法 (补): 青年中的 “闪婚” 热潮</td>
<td></td>
</tr>
<tr>
<td>- To learn the fundamental changes that have taken place in the past several decades in the concept</td>
<td></td>
</tr>
<tr>
<td>II. 由…… V.</td>
<td></td>
</tr>
<tr>
<td>- To learn the social background for the changes in the concept</td>
<td></td>
</tr>
<tr>
<td>III. 直到…… 才</td>
<td></td>
</tr>
<tr>
<td>- To learn to introduce the changes in Chinese</td>
<td></td>
</tr>
<tr>
<td>IV. The use of “给”</td>
<td></td>
</tr>
<tr>
<td>- To learn to express your own thoughts on the changes in the concept</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LESSON 6: Kaleidoscope of Contemporary Chinese Youth’s Marriage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- To learn how Chinese youth view love and marriage today</td>
</tr>
<tr>
<td>I. “当” 的用法</td>
</tr>
<tr>
<td>- To learn how Chinese parents handle their children’s marriage</td>
</tr>
<tr>
<td>II. 为此: for this reason, because of this</td>
</tr>
<tr>
<td>- To learn to comment on the social background for the youth’s attitude towards marriage</td>
</tr>
<tr>
<td>III. Verb + 不上</td>
</tr>
<tr>
<td>- To learn to compare the present-day Chinese youth’s attitude toward love and marriage and that of the young people in another country</td>
</tr>
<tr>
<td>IV. Verb + 不起</td>
</tr>
<tr>
<td>- To learn the use of some classical words in formal Chinese</td>
</tr>
<tr>
<td>- To review the use of potential complement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LESSON 7: House Fever of Newlywed Couples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- To learn why newlywed couples in China have house fever</td>
</tr>
<tr>
<td>I. 对…来说</td>
</tr>
<tr>
<td>- To learn about housing issues for Chinese couples in Chinese societies such as China, Taiwan, Hongkong and Singapore.</td>
</tr>
<tr>
<td>II. A. 具有</td>
</tr>
<tr>
<td>- To learn about housing conditions and how they have impacted Chinese people</td>
</tr>
<tr>
<td>B. 有/拥有/具有</td>
</tr>
<tr>
<td>III. 至于</td>
</tr>
<tr>
<td>- To learn to express your opinions and make comments</td>
</tr>
<tr>
<td>IV. 以前的重要语法点复习</td>
</tr>
<tr>
<td>A. 趋向补语和结果补语:</td>
</tr>
<tr>
<td>B. 把字句</td>
</tr>
<tr>
<td>C. 或者 / 还是</td>
</tr>
<tr>
<td>D. 除了…（之）以外</td>
</tr>
<tr>
<td>E. 先… 再… 然后</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LESSON 8: A Slave to One’s House</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- To learn about old and new housing policies in China</td>
</tr>
<tr>
<td>I. 基本上 basically</td>
</tr>
<tr>
<td>- To learn the causes and results of the new housing policies in China</td>
</tr>
<tr>
<td>II. 趋…</td>
</tr>
<tr>
<td>- To learn how and why the phenomenon of being a slave to one’s house appeared in China</td>
</tr>
<tr>
<td>III. Measure words for houses</td>
</tr>
<tr>
<td>- To practice expressing general observations and providing your ideas on housing issues</td>
</tr>
<tr>
<td>IV. 即使…, 还是…</td>
</tr>
<tr>
<td>- To review passive sense sentences: the 被Bei construction</td>
</tr>
<tr>
<td>V. 以前的重要语法点复习</td>
</tr>
<tr>
<td>A. 被字句</td>
</tr>
<tr>
<td>B. 被字句和把字句的比较</td>
</tr>
<tr>
<td>C. V. + 起来</td>
</tr>
</tbody>
</table>

**Appendix**

1. **Chinese Transcriptions (both simplified and traditional character versions) of Language in Use (Text) with Pinyin**
2. **English Translation of Language in Use (Text)**
3. **Vocabulary Index**
“Studies in Chinese Learning and Teaching (SCLT) 《汉语习得与教学研究》” is an open-access journal which provides a free platform for the teachers and students in the field of Chinese education to share their research results and practical experiences in their teaching and learning. The journal can be accessed at http://mlrc.hss.cmu.edu/sclt/Index.html. It is now calling for manuscript submissions.

Studies in Chinese Learning and Teaching (SCLT) publishes pedagogical reports and research papers in the field of Chinese learning and teaching. SCLT also publishes critical reviews of books and software that contribute to Chinese pedagogy, and student work in their Chinese classes (e.g., essays and calligraphy). In addition, SCLT serves as a forum for Chinese learners, educators and program administrators to exchange thoughts on all aspects of Chinese education. SCLT welcomes the following five types of manuscripts:

1) Pedagogical reports (in Chinese or English)
2) Research papers (in Chinese or English)
3) Reviews of books and software (in Chinese or English)
4) Forum entries (in Chinese or English)
5) Student work (in Chinese or English)

All manuscripts should include a coversheet with the name and contact information of the contributor(s). Students should also include the name and contact information of their advisor(s). Pedagogical reports and research papers should include another page with the title of the paper and abstracts written in both English and Chinese (300 words in each language, single-spaced). Manuscripts and cover sheets should be submitted through sclt-submission@lists.andrew.cmu.edu.

All articles published in SCLT will be blind peer-reviewed. For more detailed information about each type of manuscript, please refer to MANUSCRIPT SUBMISSION AUTHOR GUIDE at http://mlrc.hss.cmu.edu/sclt/Manu.html.

For any questions regarding SCLT, please contact Dr. Yueming Yu, SCLT Editor-in-Chief at yyu@andrew.cmu.edu, or sclt-info@lists.andrew.cmu.edu.
CLTA-WPA 2015 Spring Symposium 春季研討會

CALL FOR PROPOSALS 誠邀論文

- **Time:** 10-3:30PM, Sunday, April 12, 2015
- **Place:** Barco Law Building, University of Pittsburgh
- **Host:** Chinese Language Program, University of Pittsburgh

CLTA-WPA 2015 Spring Symposium Program Committee:

Yi Xu 許怡, (CLTA-WPA Board of Directors, Assistant Professor at University of Pittsburgh, <xuyi@pitt.edu>)
Sue-mei Wu 吳素美, (CLTA-WPA Founder & President, Teaching Professor at Carnegie Mellon University, <suemei@andrew.cmu.edu>)

I. The symposium welcomes submission of proposals in all strands of teaching and learning of Chinese language and culture. Potential topics include (but are not limited to) the following:

- The K-12 Classroom and the Articulation of K-12 and K-16
- Content-based Instruction: Theory and Practice in CFL
- Chinese Grammar in Teaching and Learning
- Materials Design and Development
- Culture and Language Learning
- Testing and Assessment
- Heritage Learners
- Innovative Classroom Teaching and Learning
- Second Language Acquisition: Theories and Applications in CFL
- Computer-Assisted Language Learning
- Chinese Study Abroad

II. Only 2014-2015 CLTA-WPA members are eligible to submit panel (80 min, 3-4 presenters) or individual paper presentation (20 min) proposals. New members are welcome to join CLTA-WPA (see the membership form at <http://clta-wpa.org>) and register to attend the symposium.

III. Proposal Submission Guidelines:

1. **Language:** Chinese or English
2. **Format:** Submit a half-page abstract (no more than 150 words, word file, title, 2-3 key words, author(s), affiliation(s), e-mail(s)) to Sue-mei Wu: <suemei@andrew.cmu.edu>
3. **Submission Deadline:** Sunday, February 15, 2015 by 11:59 PM.
Membership Application Form 會員註冊

The Chinese Language Teachers Association of Western Pennsylvania (CLTA-WPA)
西賓州中文教師學會 (西賓州中文教師學會)
(CLTA-WPA, http://clta-wpa.org)

Membership Year: (Now or Sept 1), 20__ – August 31, 20__

English Name: First __________________________ Last __________________________

中文姓名：______________________________

Institution(s) ____________________________

Preferred Address __________________________

City __________________________ State ________ Zip ________

Phone: Home: (____) __________ Work: (____) __________ Cell: (____) __________

E-mail address: ____________________________ @ __________

CLTA-WPA Membership – Now (or Sep 1, 20__ –Aug 31, 20__)
Type of Membership: (Select one)

____ Regular $20
____ Student * $10
____ Three year membership $50
____ Institution (non-profit organization) $75
____ Life membership $150

* Student applicants must include a letter from their institution or another document (e.g. copy of student ID) verifying current enrollment.

Gift to CLTA-WPA $__________ (Every donation, large and small is deeply appreciated. Thank you for making a difference with your generous contribution!)

Total amount enclosed with this form $__________

Make check payable to “Chinese Language Teachers Association of Western PA” or “CLTA-WPA” and mail the form and check to:

CLTA-WPA (or Chinese Language Teachers Association of Western Pennsylvania)
C/O Gang LIU (CLTA-WPA Treasurer)
Department of Modern Languages, Baker Hall 160
5000 Forbes Ave, Carnegie Mellon University, Pittsburgh, PA 15213

We will provide you with the receipt(s). If you have any questions with the membership fee, please contact Gang Liu: gangliu@andrew.cmu.edu. Thank you.