



# CLTA-WPA NEWSLETTER

Volume 2 Issue 1

Winter 2015



## Message from the Editors

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](mailto:CLTA.WPA2014@gmail.com). Questions and suggestions can be addressed to Dr. Shijuan Liu at [SLiu@iup.edu](mailto:SLiu@iup.edu). We hope that you will find the newsletter helpful, and thank you for your support.

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

## CLTA-WPA Board of Directors

### Officers:

Sue-mei WU (吳素美), President & Founder  
Yueming YU (于月明), Vice-president  
Gang LIU (劉剛), Secretary-Treasurer  
Shijuan LIU (劉士娟), Newsletter

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Ying XIAO (蕭映), Saint Vincent College  
Yi XU (許怡), University of Pittsburgh  
Yueming YU (于月明), Carnegie Mellon University  
Jing ZHOU (周璟), Sewickley Academy

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Happy New Year!

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## 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 4<sup>th</sup>, 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 (1<sup>st</sup> 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:

(5) February, 2015: Winter Newsletter (2<sup>nd</sup> Issue) will be published and posted on the CLTA-WPA website (<<http://clta-wpa.org>>).

(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

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## CLTA-WPA Committees

### Membership Drive Committee

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Haixia WANG (汪海霞)  
Sue-mei WU (吳素美)  
Ying XIAO (蕭映)  
Yi XU (许怡)  
Yueming YU (于月明)

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Yueming YU (于月明)

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### Public Relations

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(Conference & Workshop)  
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Sue-mei WU (吳素美)  
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 (吳素美)

## CLTA-WPA 2014 Fall Symposium Successfully Held at CMU

The Chinese Language Teachers Association of Western Pennsylvania 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.



# CLTA-WPA 2014 Autumn Symposium 秋季研討會

西賓州中文教師學會 (西賓州中文教師學會)

Serving Chinese Language Teachers in Western Pennsylvania and Surrounding Areas

**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

## **Session 1: Cultivating AP Chinese Students at the College Level: What and How**

**10:00-10:20** What to do to cultivate AP Chinese students at the College Level

Sue-mei Wu 吳素美 (Carnegie Mellon University)

**10:20-10:40** How to cultivate AP Chinese students at the College Level

Yueming Yu 于月明 (Carnegie Mellon University).

**10:40-10:50** Baker Hall Coffee Lounge Area: Break, Refreshments, Book Exhibitions

休息/ 點心 / 書展

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

**10:50-11:10** Three Points of Focus for Teaching Chinese as a Heritage Language at the University Level

Ming-Ying Li 李明穎 (Pennsylvania State University)

**11:10-11:30** Perceptual Parts in Chinese L2 Word Recognition: Specifying the Nature of Character Pre-lexical Processing

Frank M. Dolce 杜啟天 (University of Pittsburgh)

**11:30-11:50** 中文考試題型的測量能力分析

Huiwen Li 李惠文 (Carnegie Mellon University)

**11:50-12:00** Baker Hall Coffee Lounge Area: Break, Refreshments, Book Exhibitions

休息/點心/書展

### Session 3 : CALL in CFL Teaching and Learning

**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) &

**12:40-1:40** Baker Hall Coffee Lounge Area, LUNCH (FREE) & Book Exhibitions 午餐 / 書展

**12:40-1:40** CLTA-WPA Board of Directors Lunch Meeting (Seminar Room, BH A54會議室)

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

**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



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## Group Picture of CLTA-WPA 2014 Autumn Symposium



## The 2<sup>nd</sup> yearly Student Chinese Calligraphy Showcase at Carnegie Mellon University

The 2<sup>nd</sup> 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.

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# Chinese Language Program at University of Pittsburgh

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 field 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.



## Chinese Program at Indiana University of Pennsylvania



✍ 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.



✍ 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.



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**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.

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# Textbook: Chinese Link 中文天地

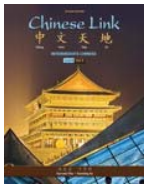


## CHINESE LINK: 中文天地 (Beginning Chinese)

Level 1, Part 1 & Level 1, Part 2. 2<sup>nd</sup> Edition, 2010. Publisher: Pearson/ Prentice Hall

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/chineselink/>



## CHINESE LINK: 中文天地 (Intermediate Chinese)

Level 2, Part 1 & Level 2 Part 2. 2<sup>nd</sup> Edition, 2011. Publisher: Pearson/ Prentice Hall

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/>  
[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-

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### 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!

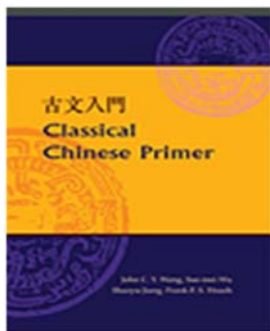
Information and activities have been updated to strongly relate to the lesson's theme.

### 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 王靖宇 (Stanford Univ.), Sue-mei WU 吳素美 (Carnegie Mellon Univ.), Shaoyu JIANG 蔣紹愚 (Peking Univ.) and Frank F. S. HSUEH 薛鳳生 (The Ohio State Univ.) The Chinese University Press (CUP), The Chinese University of Hong Kong 香港中文大學出版社  
**ISBN:** 978-962-996-286-9 (Reader+ Workbook: 2007+ FREE Audio CDs: 2009) **Pages:** 456 (Reader)+160 (Workbook)+ Free Audio CDs  
**Binding:** Paperback, **Price (USD):** \$42

[http://www.chineseupress.com/asp/e\\_Book\\_card.asp?BookID=2030&Lang=E](http://www.chineseupress.com/asp/e_Book_card.asp?BookID=2030&Lang=E)

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

<http://cup.columbia.edu/book/978-962-996-286-9/classical-chinese-primer-reader--workbook>

**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 揠苗助長 << 孟子 >>
- (乙) Pretending to play the *yu* so as to make up the numbers 濫竽充數 << 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 << 呂氏春秋 >>
- (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) 述而

#### 4. Selections from the *Analects* (Part 2) 四. << 論語 >> 選 中 (A) 公冶長 (B) 先進

#### 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 有子之言似夫子 << 檀弓上 >> (B) Harsh government is fiercer than a tiger 苛政猛於虎 << 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* (*Hs=n-tzu*) 十四. <<荀子. 勸學>> (節)
15. Selection from the *Han Feizi* (*Han-fei-tzu*) 十五. <<韓非子. 說林 上>> (節)
16. Selection from the *Zuo zhuan* (*Tso-chuan*) Cao Gui talks about war 十六. <<左傳>>: 曹劌論戰
17. Selection from the *Zuo zhuan* (*Tso-chuan*) Duke Huan of Qi attacks Chu 十七. <<左傳>>: 齊桓公伐楚
18. Selection from the *Zuo zhuan* (*Tso-chuan*) Zichan talks about governing 十八. <<左傳>>: 子產論治
19. Selection from the *Guoyu* Gou Jian governs the state of Yue 十九. <<國語. 越語上>>: 勾踐治越
20. *Zhanguo ce* Lord Jing Guo is going to fortify Xue 二十. <<戰國策>>: 靖郭君將城薛
21. *Zhanguo ce* Feng Xuan lives as a retainer of Lord Mengchang 二十一. <<戰國策>>: 馮諼客孟嘗君
22. Selection from the *Zhanguo ce* King Zhao of Yan ascends the throne after recovering a broken Yan 二十二. <<戰國策>>: 燕昭王收破燕後即位
23. the *Records of the Historian* The Basic Annals of Xiang Yu 二十三. <<史記. 項羽本紀>>
24. 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 Supplement: Wang Wei: "The Yimen Song" 二十五. <<史記. 魏公子傳>> (節) 附: 王維: <<夷門歌>>
26. the *Records of the Historian* The Biography of General Li 二十六. <<史記. 李將軍列傳>> (節)
27. the *History of the Former Han Dynasty* The Biography of Gong Sui 二十七. <<漢書>>: 龔遂傳
28. the *History of the Later Han Dynasty* The Biography of Dong Xuan 二十八. <<後漢書>>: 董宣傳
29. Selection from the *History of the Later Han Dynasty* The Biography of the Nan Xiongnu: section on Ming Fei Supplement: Wang Anshi: "Ming Fei Song" Supplement: 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>> 附: 歐陽修: <<明妃曲和王介甫作>>
30. Tao Yuanming: "The Story of the Peach Blossom Stream" Supplement: Wang Wei: "The Poem of the Peach Blossom Stream" 三十. 陶淵明: <<桃花源記>> 附: 王維: <<桃源行>>
31. Wang Xizhi: "Preface to the Lanting Gathering" 三十一. 王羲之: <<蘭亭集序>>
32. Han Yu: "Miscellaneous Notes No. 4" 三十二. 韓愈: <<雜說四>>
33. Han Yu: "On Teachers" 三十三. 韓愈: <<師說>>
34. Liu Zongyuan: "The Donkey from Qian" 三十四. 柳宗元: <<黔之驢>>
35. Liu Zongyuan: "A Note on the Xiaoshicheng Hill" 三十五. 柳宗元: <<小石城山記>>
36. Bai Juyi: "Preface to the Song of the Pipa" Supplement: "The Song of the Pipa" 三十六. 白居易: <<琵琶行序>> 附: <<琵琶行>>
37. Fan Zhongyan: "A Note on the Yueyang Pavilion" 三十七. 范仲淹: <<岳陽樓記>>
38. Ouyang Xiu: "A Note on the Zuiweng Pavilion" 三十八. 歐陽修: <<醉翁亭記>>
39. Wang Anshi: "A Note on My Visit to Mt. Baochan" 三十九. 王安石: <<遊褒禪山記>>
40. Su Shi: "On the Marquis of Liu" 四十. 蘇軾: <<留侯論>>

Appendix I: Grammar Summary

Appendix II: Simplified Character Texts with Pinyin

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## Textbook: A Changing China (Advanced Chinese) 中国新象 (高级中文教材)

By Sue-mei WU (吳素美) & Yueming YU (于月明), Carnegie Mellon University

*A Changing China (Advanced Chinese)* 中国新象 (高级中文教材) 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, 5<sup>th</sup> to 6<sup>th</sup> 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:

第一单元: 人口	UNIT 1 : POPULATION (Lesson 1 & Lesson 2)
第二单元: 独生子女这一代	UNIT 2: THE SINGLE-CHILD GENERATION (Lesson 3 & Lesson 4)
第三单元: 恋爱, 婚姻	UNIT 3 : LOVERS AND MARRIAGE (Lesson 5 & Lesson 6)
第四单元: 住房	UNIT 4: HOUSING (Lesson 7 & Lesson 8)

### LEVEL 3, PART 2:

第五单元: 交通	UNIT 5: TRAFFIC (Lesson 9 & Lesson 10)
第六单元: 教育与就业	UNIT 6: EDUCATION AND EMPLOYMENT (Lesson 11 & Lesson 12)
第七单元: 流行文化	UNIT 7: POP CULTURE (Lesson 13 & Lesson 14)
第八单元: 健康, 养生	UNIT 8: HEALTHY LIVING (Lesson 15 & Lesson 16)

### Level 3, Part 1 范围和顺序 SCOPE AND SEQUENCE (SAMPLE)

课程 & 主题 Lessons & Topics	教学目标 & 交际活动 Objectives & Communications	语法要点 Grammar	补充阅读 Supplementary Reading & 媒体文字通 Media Literacy
<p>第一单元: 人口 UNIT ONE : POPULATION</p> <p>第一课: 人口问题的新挑战 LESSON 1: The New Challenges of Population Issues</p>	<ul style="list-style-type: none"> <li>- To learn the population situation in China</li> <li>- To learn the pros and cons of China's population policy</li> <li>- To learn to express your own opinions on the population policy</li> <li>- To review how to say numbers, percentages, and to learn how to say times</li> <li>- To be able to use causative verbs</li> </ul>	<ul style="list-style-type: none"> <li>I. 倍数的说法</li> <li>II. The Causative verb 使</li> <li>III. 在……方面</li> <li>IV. 表达次序的词语: 首先……, 其次……</li> <li>V. “来”的用法</li> </ul>	<p>(补): 台湾的人口问题</p> <p>(媒): 出生婴儿性别比例</p>
<p>第二课: 生了女儿以后……</p> <p>LESSON 2: After Having a Baby Girl……</p>	<ul style="list-style-type: none"> <li>- To learn the traditional Chinese concept on men and women</li> <li>- To learn how this old concept has influenced Chinese people's thinking towards having children</li> <li>- To learn to analyze and comment on the relationship between this old concept and China's population policy</li> <li>- To learn to use some special conjunctions</li> <li>- To learn how to use zero-subject sentences for coherence</li> </ul>	<ul style="list-style-type: none"> <li>I. 连接词 Conjunctions</li> <li>A. 本该……, 但是/可是……</li> <li>B. 反而</li> <li>C. 因此而</li> <li>D. 连……, 也……</li> <li>E. 于是</li> <li>II. 主词省略 Zero-subject (Omission of subject)</li> </ul>	<p>(补): 港台重男轻女观念仍然严重</p> <p>(媒): 民意调查: 生两个孩子最合适</p>
<p>第二单元: 独生子女这一代 UNIT TWO: THE SINGLE-CHILD GENERATION</p> <p>第三课: 独树一帜的“九零后” LESSON 3: The Unique “Post-90s”</p>	<ul style="list-style-type: none"> <li>- To know the special characteristics of the generation of youth in China born in the 90s</li> <li>- To know and understand the social background that has fostered this generation</li> <li>- To know how this generation may influence the future of China</li> <li>- To be able to describe people's merits and shortcomings</li> <li>- To be able to analyze and comments on the younger generation in China today</li> <li>- To be able to make comparisons between young people in China and those in other countries</li> </ul>	<ul style="list-style-type: none"> <li>I. The use of 为</li> <li>II. The use of 于</li> <li>III. 令人+V.</li> <li>IV. 不管</li> </ul>	<p>(补): 我是一个“九零后”</p> <p>(媒): 网络成为束缚, 台湾年轻人被“绑架”</p>
<p>第四课: “八零后”的烦恼 LESSON 4 : The Worries of the “Post-80s”</p>	<ul style="list-style-type: none"> <li>- To know the characteristics of the post-80s young generation in China</li> <li>- To know some typical worries of the post-80s young generation</li> <li>- To learn about the daily life of the post-80s young generation in China, Taiwan and Hongkong</li> <li>- To be able to use the “V+上” &amp; “能 V. +即 V.” patterns in the expressions.</li> <li>- To review the conjunction: “既(又)…又…”</li> </ul>	<ul style="list-style-type: none"> <li>I. V + 上 (爱上)</li> <li>II. 能 + V. + 即+ V.</li> <li>III. 以前的重要语法点复习</li> <li>A. 既(又)…又…</li> </ul>	<p>(补): 香港的“八零后”</p> <p>(媒): 年轻人在台湾</p>

<p>第三单元: 恋爱, 婚姻 <b>UNIT THREE : LOVERS AND MARRIAGE</b> 第五课: 中国人婚 恋观念的变化 <b>LESSON 5: Changes in the Concept of Lovers and Marriage</b></p>	<ul style="list-style-type: none"> <li>- To get to know the traditional Chinese concept on love and marriage in feudal society</li> <li>- To learn the fundamental changes that have taken place in the past several decades in the concept</li> <li>- To learn the social background for the changes in the concept</li> <li>- To learn to introduce the changes in Chinese</li> <li>- To learn to express your own thoughts on the changes in the concept</li> </ul>	<p>I. “之” 的用法</p> <p>II. 由…… V.</p> <p>III. 直到…… 才</p> <p>IV. The use of “给”</p>	<p>(补): 青年中的 “闪婚” 热潮</p> <p>(媒): 同性恋情侣</p>
<p>第六课: 当代中国青年人 婚姻 面面观  <b>LESSON 6: Ka- leidoscope of Con- temporary Chi- nese Youth’s Marriage</b></p>	<ul style="list-style-type: none"> <li>- To learn how Chinese youth view love and marriage today</li> <li>- To learn how Chinese parents handle their children’s marriage</li> <li>- To learn to comment on the social background for the youth’s attitude towards marriage</li> <li>- To learn to compare the present-day Chinese youth’s attitude toward love and marriage and that of the young people in another country</li> <li>- To learn the use of some classical words in formal Chinese</li> <li>- To review the use of potential complement</li> <li>- To learn to describe people’s appearance</li> <li>- To learn to describe people’s personality</li> </ul>	<p>I. “当” 的用法</p> <p>II. 为此: for this reason, because of this</p> <p>III. Verb + 不上</p> <p>IV. Verb + 不起</p>	<p>(补): 当我再次登上相亲节目时 ……</p> <p>(媒): 更多的 “80后” 认为离婚应持谨慎态度</p>
<p>第四单元: 住房 <b>NIT FOUR: HOUSING</b>  第七课: 婚房热 <b>LESSON 7: House Fever of Newlywed Cou- ples</b></p>	<ul style="list-style-type: none"> <li>- To learn why newlywed couples in China have house fever</li> <li>- To learn about housing issues for Chinese couples in Chinese societies such as China, Taiwan, Hongkong and Singapore.</li> <li>- To learn about housing conditions and how they have impacted Chinese people</li> <li>- To practice how to express your opinions and make comments</li> <li>- To review directional complements and resultative complements construction</li> <li>- To review disposal sentences: the 把BA construction</li> </ul>	<p>I. 对…来说</p> <p>II. A. 具有 B. 有/拥有/具有</p> <p>III. 至于</p> <p>IV. 以前的重要语法点复习 A. 趋向补语和结果补语: B. 把字句 C. 或者 / 还是 D. 除了…(之) 以外 E. 先… 再… 然后</p>	<p>(补): 台北居 大不易</p> <p>(媒): 上海婚房热</p>
<p>第八课: 房奴 <b>LESSON 8: A Slave to One’s House</b></p>	<ul style="list-style-type: none"> <li>- To learn about old and new housing policies in China</li> <li>- To learn the causes and results of the new housing policies in China</li> <li>- To learn how and why the phenomenon of being a slave to one’s house appeared in China</li> <li>- To practice expressing general observations and providing your ideas on housing issues</li> <li>- To review passive sense sentences: the 被Bei construction</li> </ul>	<p>I. 基本上 basically</p> <p>II. 趁……</p> <p>III. Measure words for houses</p> <p>IV. 即使…, 还是…</p> <p>V. 以前的重要语法点复习 A. 被字句 B. 被字句和把字句的比较 C. V. + 起来</p>	<p>(补): 房地产的 理财规划</p> <p>(媒): 房屋广告: 小资男女, 好宅计划</p>

附录 Appendix

- (1) 课文(简, 繁体字) 和拼音 Chinese Transcriptions (both simplified and traditional character versions) of Language in Use (Text) with Pinyin
- (2) 课文英文翻译 English Translation of Language in Use (Text)
- (3) 生词索引 Vocabulary Index

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## Journal SCLT Call For Papers

STUDIES IN CHINESE LEARNING AND TEACHING



汉语习得与教学研究

### “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](mailto: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](http://mlrc.hss.cmu.edu/sclt/Manu.html) at <http://mlrc.hss.cmu.edu/sclt/Manu.html>.

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西賓州中文教師學會 (西賓州中文教师学会)  
The Chinese Language Teachers Association of Western Pennsylvania  
(CLTA-WPA)  
(<http://clta-wpa.org>)  
Serving Chinese Language Teachers in Western Pennsylvania and Surrounding Areas

## CLTA-WPA 2015 Spring Symposium 春季研討會

### CALL FOR PROPOSALS 誠邀論文

- **Time 時間:** 10-3:30PM, Sunday, April 12, 2015
- **Place 地點:** Barco Law Building, University of Pittsburgh
- **Host 主辦單位:** 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](mailto:suemei@andrew.cmu.edu)>
3. **Submission Deadline:** Sunday, February 15, 2015 by 11:59 PM.



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Pennsylvania (CLTA-WPA)  
西賓州中文教師學會 (西賓州中文教師学会)  
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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](mailto:gangliu@andrew.cmu.edu). Thank you.