Syllabus of Fudan University

Department: **Department of Chinese Language and Literature**   **Date:** **23/08/2024**

Course Code	CHIN130031.01						
Course Title	**English for Chinese Linguistics**						
Credit	3	**Experiment (including Computer) Credit**	0	**Practice Credit**	0	**Aesthetic Education Credit**	0
Credit Hours Per Week	3	**Education on The Hard-Working Spirit Credit Hours**	0	**Language of Instruction**	English	**Honors Course**	□Yes ■No

<table>
<tr>
<td rowspan="2">Course Type</td>
<td rowspan="2">□Core General Education Course
□Specific General Education Course
□Basic Course in General Discipline
□Others</td>
<td>2+X Major：
■Professional Core Course
□Professional Advanced Course</td>
</tr>
<tr>
<td>Non 2+X Major：
□Professional Compulsory Course
□Professional Elective Course</td>
</tr>
<tr>
<td>Course Objectives</td>
<td colspan="2">（Including value, knowledge and ability objectives）
By the end of this course, students will be able to:

Understand and Apply Key Linguistic Terminology: Recognize and use key terms and concepts related to Chinese linguistics in English, facilitating better comprehension and discussion of linguistic topics.
Develop Academic Reading Skills: Critically read and analyze English-language texts in Chinese linguistics, identifying main ideas, arguments, and supporting evidence.
Enhance Writing Proficiency: Produce well-organized and coherent academic essays and research papers in English, applying appropriate linguistic terminology and adhering to academic conventions.
Improve Oral Communication Skills: Present research findings and participate in discussions on Chinese linguistic topics in English with clarity and confidence.
Develop Critical Thinking: Critically evaluate research in Chinese linguistics presented in English and synthesize various perspectives.
</td>
</tr>
<tr>
<td>Course Description</td>
<td colspan="2">This course, "English for Chinese Linguistics," is designed to enhance students' understanding and usage of English in the context of Chinese linguistic studies. It focuses on the development of academic language skills necessary for analyzing, discussing, and researching topics in Chinese linguistics, including phonetics, phonology, morphology, syntax, semantics, and sociolinguistics. Through reading academic texts, engaging in discussions, and completing writing assignments, students will learn to effectively</td>
</tr>
</table>

	communicate linguistic concepts and research findings in English.

Course Requirements:

Please note that each student is supposed to read the assigned chapter or sections carefully BEFORE class. Also note that English word-power building is not a task in class and the numerous linguistic terms can only be shown on a list or reviewed briefly in class-- students are supposed to adjust their learning methods accordingly.

Teaching Methods:

This course will adopt a student-centered teaching method, combining lectures, discussions, presentations by students and quizzes, as illustrated below.

1. **Lecture and Presentation:**
   - **Purpose:** To provide foundational knowledge and theoretical frameworks in both Chinese linguistics and academic English usage.
   - **Approach:** Lectures will cover essential topics within Chinese linguistics, while also focusing on how to articulate these concepts in English. Presentations will be used to model effective academic communication and demonstrate analysis of linguistic data.

2. **Interactive Discussions and Debates:**
   - **Purpose:** To enhance critical thinking and oral communication skills.
   - **Approach:** Students will participate in guided discussions and debates on various linguistic theories and research findings. These activities encourage students to articulate their thoughts in English, engage with different viewpoints, and apply linguistic terminology correctly.

3. **Reading and Analysis of Academic Texts:**
   - **Purpose:** To develop students' academic reading skills and understanding of Chinese linguistic literature in English.
   - **Approach:** Students will be assigned readings from scholarly articles, book chapters, and research papers. They will analyze and discuss these texts in class, focusing on structure, argumentation, and the use of linguistic terminology. This method will help students become familiar with academic conventions and critical analysis.

4. **Group Projects and Collaborative Learning:**
   - **Purpose:** To foster teamwork and collaborative problem-solving skills.
   - **Approach:** Students will work in groups to complete projects that involve analyzing linguistic data or conducting a small-scale research study. These projects will require the use of English for all stages of research, from hypothesis formulation to data analysis and presentation.

5. **Use of Multimedia and Technology:**
   - **Purpose:** To enhance engagement and support diverse learning styles.
   - **Approach:** Multimedia resources such as videos, podcasts, and online databases will be integrated into lessons to provide varied perspectives on linguistic topics. Using AI tools will also help students complete their tasks in a more effective way.

Course Director's Academic Background:

YE Jingting is currently a junior professor at Fudan University. Her research interests lie primarily in linguistic typology, the semantic map theory and comparative corpus studies.

yejingting@fudan. edu. cn

Instructor's Academic Background:

YE Jingting is currently a junior professor at Fudan University. Her research interests lie primarily in linguistic typology, the semantic map theory and comparative corpus studies.

yejingting@fudan. edu. cn

Members of Teaching Team				
Name	**Gender**	**Professional Title**	**Department**	**Responsibility**

Course Schedule (Please supply the details about each lesson)**:**

Week 1: Introduction
- **Overview:** Course objectives, expectations, and assessment criteria. Introduction to key concepts in Chinese linguistics and their relevance in the context of English academic communication.

Week 2: The History of Chinese
- **Overview:** An exploration of the historical development of the Chinese language, including major linguistic changes and influences over time.

Week 3: The Chinese Script
- **Overview:** Examination of the origins, development, and structure of the Chinese script, including its logographic nature and evolution.

Week 4: The Classical and Literary Languages
- **Overview:** Study of classical Chinese (文言文) and literary Chinese, focusing on their linguistic features and usage in historical texts.

Week 5: The Rise and Development of the Written Vernacular
- **Overview:** Exploration of the shift from classical Chinese to the written vernacular (白话文) during the late Qing Dynasty and the May Fourth Movement.

Week 6: The Modern Standard Language I (Mandarin)
- **Overview:** Introduction to the phonological and grammatical features of Modern Standard Chinese (Mandarin).

Week 7: The Modern Standard Language II (Mandarin)
- **Overview:** Continuation of the study of Mandarin, focusing on syntax, semantics, and pragmatics.
- **Activities:** Syntax analysis exercises; translation activities; exploration of pragmatic usage in various contexts; group presentations on regional accents in Mandarin.

Week 8: Midterm Review and Assessment
- **Overview:** Review of key concepts covered in Weeks 1-7 and preparation for the midterm

assessment.

Week 9: Dialectal Variation in North and Central China
- **Overview:** Examination of the dialectal diversity in Northern and Central China, focusing on phonological and lexical differences.

Week 10: The Dialects of the Southeast
- **Overview:** Study of the dialects in Southeast China, including Wu, Min, and Yue dialect groups.

Week 11: Languages and Society
- **Overview:** Exploration of the relationship between language and society in China, including language policy, bilingualism, and language in education.

Week 12: Sociolinguistics and Language Contact
- **Overview:** Discussion on sociolinguistic concepts such as code-switching, diglossia, and language contact in multilingual Chinese communities.

Week 13: Fieldwork Methods in Chinese Linguistics
- **Overview:** Introduction to linguistic fieldwork methods and data collection techniques, focusing on Chinese dialects and languages.

Week 14: Research and Academic Writing in Chinese Linguistics
- **Overview:** Guidance on conducting research in Chinese linguistics and writing academic papers in English.

Week 15: Student Presentations
- **Overview:** Students present their research findings or projects on topics related to Chinese linguistics.

Week 16: Final Review and Examination
- **Overview:** Review of course material and final assessment.

The design of class discussion or exercise, practice, experience and so on:
- **Typical class sessions**:

  (1) *Introduction session*: a brief introduction of the relevant chapter or sections by one or more students (PPT presentation);

  (2) *Terminology session*: to review linguistic terms;

  (3) *Q & A session*: students (or the teacher) ask/answer questions;

  (4) *Discussion session*: to discuss relevant issues in groups;

  (5) *Report & conclusion session:* group leaders report to the class, students make comments, and the teacher or students make concluding remarks.

If you need a TA, please indicate the assignment of assistant:

The Teaching Assistant (TA) is a vital part of the learning experience in this course. The TA will provide support to both the instructor and students, facilitating a conducive learning environment and helping to ensure that all course activities run smoothly.

Grading & Evaluation (Provide a final grade that reflects the formative evaluation process)**:**

The **final grade will be composed of two parts:**

Participation and presentation (discussions, and 2 presentations): 40%

	Final exam: 60 %					

Usage of Textbook：□Yes(complete textbook information form below)　　■No

Textbook Information (No more than two textbooks) **:**

Title	Author	ISBN	Publishing Time	Publisher	Type I	Type II
					□Self-compiled Textbook (Published) □Non-mainland Textbook □Other Textbook (Published)	□National Planning Textbook □Provincial and Ministerial Planning Textbook □School Level Planning　Textbook □Others
					□Self-compiled Textbook (Published) □Non-mainland Textbook □Other Textbook (Published)	□National Planning Textbook □Provincial and Ministerial Planning Textbook □School Level Planning　Textbook □Others

Teaching References (Including author, title, publisher, publishing time,ISBN)**:**

- Jerry Norman, *Chinese*, Cambridge University Press, 1988, 1999.(世界图书出版公司/剑桥大学出版社　原著影印本, [美]罗杰瑞《汉语》(Chinese), 2008)

Table column size can be adjusted according to the content.