

# **CHN442: Fourth Year Reading and Writing: Advanced Topics II**

**January 13<sup>th</sup>-May 16<sup>th</sup>**

**Nominated On-Line Teaching Award**

In order to create a friendly rapport in the beginning, I recorded a welcome video for students.



There are five Units in this semester. It takes students 2-3 weeks to complete each unit. The schedule is updated every week:



# CHN442 Fourth Year Online Reading and Writing II, Spring 2014 (Section 1)

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I Dangerous Arrogance

1. Orientation to the text

» Text 1: The homepage of Yazhou zhoukan

» Activity 1: Yazhou zhoukan: highlights

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» Activity 3: Choose the best summary

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2. Title and organization

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» Activity 11: Identify implicative statements by the author

5. Essay: Dangerous arrogance

II Three Gorges Dam

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IV The Rules of Face

V Indescribable Hangzhou

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Upload Folio

Students DO NOT see the following upload dialog.

Schedule File 

选择文件

 未选择文件

File must be a text file (htm, html, txt).

upload

cancel

Chinese 442 Schedule, Spring 2014, January 13<sup>th</sup>-May 16<sup>th</sup>

Note: This document will evolve week to week. Check back often.

WK#	Dates	Topics	Due Day
1	01/14-01/20 Tue - Mon	<div>Welcome</div> <div>1. Read "Syllabus "</div> <div>Read "Course overview: "</div> <div>Read "How to compute in Chinese"</div> <div>2. Get to know each other:</div> <div>Write a self-introduction and post under <div>self-introduction</div> (in the Welcome unit, not in the Caf<div></div>). Post your self-introduction by midnight Wednesday so that others can respond. You may include (but are certainly not limited to):</div> <div><div>hometown</div><div>hobbies</div><div>your Chinese-learning experience</div><div>why are you interested in this course</div><div>personal goals</div><div>plans for the future with regard to your Chinese ability, or your past experiences using Chinese professionally / academically</div></div> <div>Respond to 3-4 classmates<div></div> self-introductions by following up with further questions or making remarks.</div>	10PM, Monday, 01/21 (Yes, even though to the MLK holiday!)
2	01/21-01/27 Tue - Mon	<div>I. Dangerous Arrogance</div> <div>Please keep tracking <a href="#">New Messages</a></div> <div>1. Orientation to the text</div> <div><a href="#">Text 1</a>: The homepage of <i>Yazhou zhoukan</i></div> <div><a href="#">Activity 1</a>: <i>Yazhou zhoukan</i>: highlights</div> <div><a href="#">Activity 2</a>: Pre-reading: questions to consider</div> <div><a href="#">Text 2</a>: Original text of the article</div> <div><a href="#">Activity 3</a>: Choosing the best summary</div> <div><a href="#">Activity 4</a>: Comprehension discussion</div> <div><a href="#">Tutorial 1</a>: Events and facts related to China</div> <div><a href="#">Activity 5</a>: Match events and facts</div> <div>2. Title and organization</div> <div><a href="#">Tutorial 2</a>: Title and evaluative mode of the text</div> <div><a href="#">Activity 6</a>: Reaction to the title</div> <div><a href="#">Text 3</a>: Text with numbered paragraphs</div> <div><a href="#">Tutorial 3</a>: Organization of the text</div> <div><a href="#">Activity 7</a>: Working with the parts of the text</div>	10PM, Monday, 01/21
3	01/28-02/03 Tue - Mon	<div>I. Dangerous Arrogance</div> <div>Please keep tracking <a href="#">New Messages</a></div> <div>4. About the author<div></div>s voice</div> <div><a href="#">Tutorial 6</a>: Implicative statements by the author</div> <div><a href="#">Activity 11</a>: Identify implicative statements by the author</div> <div>5. Essay &amp; revisions (SUBMIT ESSAY BY WEDNESDAY EVENING; do comments on your classmates' essays -- and respond to comments on your own -- by Friday; discussion wraps up on Mon. To receive a grade for the unit, you must re-submit your revised essay by re-posting the <a href="#">new version</a> in the same thread below the original)</div>	10PM, Monday, 04/1
4	02/04-02/10 Tue - Mon	<div>II. Three Gorges Dam</div> <div>Please keep tracking <a href="#">New Messages</a></div> <div>1. Orientation to the text</div> <div><a href="#">Text 1</a>: The homepage of the China Youth Daily</div> <div><a href="#">Activity 1</a>: Questions about the nature of the articles in <div>China Youth Daily</div><div></div></div> <div><a href="#">Tutorial 1</a>: More background information about the newspaper</div> <div><a href="#">Activity 2</a>: Pre-reading</div> <div><a href="#">Text 2</a>: Original text of the article</div> <div><a href="#">Activity 3</a>: Choosing the best summary</div> <div><a href="#">Activity 4</a>: Comprehension discussion</div> <div><a href="#">Tutorial 2</a>: Why this article is Level 3</div> <div><a href="#">Activity 5</a>: Guessing at what lies beyond the text</div> <div><a href="#">Tutorial 3</a>: Working with the title: Background info on the dam</div> <div><a href="#">Activity 6</a>: Linking selected sentences to background info</div> <div><a href="#">Activity 7</a>: T-F on Taiwan-Mainland relations</div> <div><a href="#">Activity 8</a>: Working with the organization of the article</div> <div><a href="#">Text 3</a>: Text with numbered paragraphs</div> <div><a href="#">Tutorial 4</a>: Working with text: Introduction</div> <div><a href="#">Activity 9</a>: Working with text: block 1</div> <div><a href="#">Activity 10</a>: Working with text: block 2</div> <div><a href="#">Activity 11</a>: Working with text: block 3</div> <div><a href="#">Tutorial 5</a>: Working with text: last block</div>	10PM, Monday, 02/1
5	02/11-02/17 Tue - Mon	<div>III. Three Gorges Dam (cont'd)</div> <div>Please keep tracking <a href="#">New Messages</a></div> <div>2. Vocabulary and Grammar</div> <div><a href="#">Tutorial 6</a>: Words with derogatory or negative meanings</div> <div><a href="#">Activity 12</a>: Working with key vocabulary (1)-derogatory terms</div> <div><a href="#">Activity 13</a>: Working with key vocabulary (2)-common expressions with negative connotations</div> <div><a href="#">Tutorial 7</a>: Chinese idioms-Chengyu</div> <div><a href="#">Activity 14</a>: Identify the meaning of some Chinese proverbs</div> <div><a href="#">Tutorial 8</a>: Working with the grammar</div> <div><a href="#">Activity 15</a>: Identify progression in meaning</div> <div>3. About the author<div></div>s voice</div> <div><a href="#">Tutorial 9</a>: Expressing the author<div></div>s voice</div> <div><a href="#">Activity 16</a>: Identifying the functions of quotation marks</div> <div><a href="#">Activity 17</a>: Identifying the author<div></div>s voice via colloquial and literary expressions</div> <div><a href="#">Activity 18</a>: Identifying sarcasm/irony used to strengthen the author<div></div>s voice</div>	10PM, Monday, 02/1 (Yes, even though to holiday!)

Students are required to write two drafts for each essay. I will provide detailed suggestion for both the language and the content for draft 1. For language, I use implicit code to point out errors. I will also give some specific grammar instruction if necessary.

张老师  
UH Manoa



2014-01-29 21:14:00.0

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### “自大”與“自豪”的關係

自大與自豪是否存在不可分隔的關係嗎WC.G3? 若一個人在社會裡得到偉大的成就能否同時抱著自豪而無驕傲的態度嗎WC.G3? 假如我們超越常識性來判斷就不難發現這兩點的差別為相當龐大, 相當不同。就我而論, 遇到擁有自大與自豪的人不少, 反過來說認識自豪, 無自大的人並WC是少之又少。換言之, 明眼人也可以看到無論規模的大小, 由一個人至一個國家, 此都顯然地陷入了一重Typo莫名的亢奮中, 空氣重瀰漫著那種無法遏制的自大與傲慢的現象。

我相信大家生活在此刻的世界裡, 可以輕鬆地感受到瀰漫在空氣中, 遇到的“以自我為中心”的人並不少, 可惜的是在事實上, 那些無法具有處人為事本能的例子層出不窮。以最近所發生在美式足球冠軍比賽場面令人驚訝的事為例, 有一位所公認的優秀球星在比賽裡表現的G1相當精彩, 比賽結束之後他被面試WC時, 居然在這個舞台上大聲大叫, “他 (對手) 怎麼能夠跟我相抗衡! 一定會失敗!” 在面試WC中, 根本沒有謙虛地感謝另外一隊, 僅僅驕傲地提倡個人的十分完美AG1表現。顯然這位球員似乎缺乏丟棄謙虛的態度。難道大家都承認很厲害的球星需要在公共場所宣布他的能力嗎? 有必要嗎? 請問您是給誰聽? 球迷, 媒體, 對手, 身邊的人都已经知道, 剩下的人是誰呢? 其實, 很可笑的是在同一個隊裡, 即有另外一位滿有價值的球星, 而他抱著“先做事, 才開口”的態度, 被所有的人稱為一位大智若愚的球星。我相信在每個人的眼裡中, 他至少是一個自豪而不自大的人。

反之, 從我曾在台灣的體驗說起, 發掘Typo除了很強烈的民族主義情緒瀰漫我國的空氣了WC, 還有往往在路上聽到“台灣保險的制度是全世界最便宜的”, “我們便利商店提供的產品不但滿足了民眾所有的要求而且從來不打烊”, 在美國晚上八點之後, 什麼店, 什麼活動都不能去”, “曼哈頓很混亂, 不安全什麼的”, 如果再說下去, 他們的抱怨就使人想起乾隆皇帝在二百年前口氣: “我天朝物產豐富, 無所不有, 本不需外夷貨物。”我國缺乏現實的態度, 多數容易被傲慢與偏見沖昏腦海。

總之, 像上所述的人物與國家的確對於政治學家漢斯摩根索的警告一點興趣多WC沒有, 他說國家在衡量實力時切勿“給予任何單一因素以壓倒一切的重要性。我相信至於一個人, 這句話也是真實AG3。

张老师  
UH Manoa



2014-01-29 21:15:00.0

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WC-Word choice: you need to choose a different word (nouns, verbs, adjectives, adverbs)

Typo: Choose a different homonym word

Prep: choose a different preposition

Conn: choose a different connective words

WO-Word Order problem: re-arrange the word order

G1-using of的、地、得

G2-using of了 or 着 or 过

G3-others: 把、被、都、就、(是)……的、word collocation (对……来说), etc.

^: insert a word here

abe: redundant: delete this word

Clfr: choose a different classifier

Rgstr: choose a word of different register, e.g. formal/written vs. oral/colloquial

PNCT: use a punctuation mark here

This post was modified by 张老师 on 2014-01-29 21:15:00.0

张老师  
UH Manoa



2014-01-29 21:16:00.0

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写得很好, 举得两个例子都非常恰当。

语言上, 看得出在句式上花了很大功夫, 很有感染力。有一些小问题, 如果有疑问的话随时间我。

张老师  
UH Manoa



2014-01-29 21:39:00.0

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Question particle “吗” and “呢”

The function of “吗” is basically bring a statement to a question. In “吗” question, the sentence will be a statement if we take “吗” out. For example, 你是学生吗? if we take 吗 out, then 你是学生 is no longer a question.

The function of “呢” is actually attracting the interest of others. In “呢” question (in complete form), if we take “呢” out, it would still be a question. For example, 你喜欢哪一个呢? if we take 呢 out, 你喜欢哪一个? is still a question.



## Both drafts are open to peer evaluation.

<p>黄泳斯 UHM</p> 	<p>2014-01-28 09:33:00.0</p> <p>thank you very much.</p>
<p>石月 UHM</p> 	<p>2014-01-28 18:38:00.0</p> <p>我也同意你的观点。贫富差距悬殊。记得我去云南旅游的时候，亲眼看到过那些山里人的生活。至少我自己是无法想象如何在那里生活下去。</p>
<p>李健美</p> 	<p>2014-01-29 15:04:00.0</p> <p>中國現在的情況真的需要正確的對待和改善。尤其是生態環境的損害和道德的敗壞。人不為己，天株地滅這一句，毒害了不少人。</p>
<p>崔丽妮 SPRING 2014 CHN 405</p> 	<p>2014-02-01 10:30:00.0</p> <p>我同意，中国又大 人又多，可是道德和教育却没有发展的很快！写的很好！</p>
<p>梁绍涛 SPRING 2014 CHN 405</p> 	<p>2014-02-02 21:00:00.0</p> <p>中国经济上去了，但人素质跟不上，给人感觉就是一个暴发户，而中国就像一个暴发户国家。</p>
<p>王一渤 UHM</p> 	<p>2014-02-02 23:43:00.0</p> <p>国家现今的破坏性开采只能由子孙后代来买单，这是很不负责任的一种表现。</p>
<p>黄泳斯 UHM</p> 	<p>2014-02-03 21:59:00.0</p> <p>《危险的自大》读后感</p> <p>我很同意作者的观点，中国现在可以说工厂国家。我们可以看到很多产品，食品，衣服，鞋子等等都是中国制造。很多法国名牌，意大利名牌都是写着中国制造。可是，中国却没有因此而成为世界第一。我觉得中国现在的生产商以金钱为首要条件，他们却没有考虑生态环境和自然资源。</p> <p>我承认中国人做事很拼也很努力，却没有想到将来。我们的后代会生活在什么环境。现在我们把生态环境破坏了，我把自然资源用完了。我们的后代怎么办了？现在的我们都只看到眼前的利益，却没有看到未来的发展。人们想他们不去保护生态环境，其他人会去做。他们不去珍惜自然资源，其他人会去珍惜。可是，他们却没有想过保护生态环境从我做起，珍惜自然资源，人人有责。他们自大的以为会有其他人去保护生态环境和珍惜自然资源。我想可能会有其他人去注意生态环境和自然资源，可是只是很小部分的人。</p> <p>另外，中国的一部分人越来越富有，开车的越来越多。因此，废气也增加了不少。如果说到公交代替小汽车，减少排放废气。人们都会纷纷拒绝，因为他们想舒舒服服的坐在自己的小汽车上下班。此时，他们没有想到关心自己的环境。中国的经济现在发展地很快，可是他们却没有为将来着想。他们自大的以为自己的国家的资源用不完，环境破也破坏不了多少。对未来影响也不大。可是，灰色的天空和没有小鸟自由的翱翔，就已经说明了中国的环境变了。</p> <p>除了中国的经济发展，我个人也注意国家的道德与教育。我也很关注中国旅客的新闻，记得有一次在新闻上看到一个国家（非中国）的机场用中文写着“请勿随地吐痰，谢谢合作”。由此说明中国人的道德还是需要培养，中国的教育还是发展的不太完善。中国的确很大，人口很多。道德与教育却没有发展的很全面。有些贫穷的地区根本没有学校也没有老师，他们也没有接受任何教育。有些人知道知识可以改变命运。有些人却先想到改变贫穷就要挣钱。他们可能把森林的树砍掉造纸，他们也会抓保护动物去卖。只要是能挣钱的都不放过，中国的经济发展地很快。但是，却没有为生态环境和自然资源，道德与教育想过。所以，如果我们想中国发展地稳定就要听听别人的警告。我们都需要保护生态环境和珍惜自然资源。不要让受保护动物成为恐龙，因为绝种了就再也可能找回来了。</p> <p>我們都不要太自大，以為中國的資源可以用一輩子。我們都需要為將來作打算，愛護生態環境和珍惜資料。</p>
<p>黄泳斯 UHM</p> 	<p>2014-02-03 21:59:00.0</p> <p>老師這樣對嗎？</p>
<p>张老师 UH Manoa</p> 	<p>2014-02-04 19:55:00.0</p> <p>呃。。。其实应该是：</p> <p>发展得很快、发展得稳定</p> <p>As long as the complement comes after the verb or adjective, we need to use 得。</p>

Besides, if student's have any question concerning the text comprehension or composition, we normally communicate by email for these individual questions.

The screenshot shows an email interface with a sidebar on the left containing a list of contacts and a main window displaying an email conversation. The email is from Brian Y W Mao to Liulin Zhang, dated Feb 18. The subject is "有些問題想請教老師。" (Some questions I want to ask the teacher). The email content is in Chinese (Traditional Han) and discusses grammar points related to the text "The Great Wall".

**Header:** Brian Y W Mao <brianmao@nyu.edu> Feb 18

**Subject:** 有些問題想請教老師。 . . .

**Language:** Chinese (Traditional Han) > English Translate message Turn off for: Chinese (Traditional Han) x

**Body:**

老師，

雖然我盡量把一些句子簡單化，去盡量了解它們的意思不過到目前為止還是有些句子造成誤會，導致了我有點感到挫折。麻煩老師解釋下面的

一些句子。

1. 好在緊接著台軍某將領就坦率承認，台軍無能力攻擊三峽大壩
2. 怎料沒出一天，又傳來五花八門的消息
3. 真是處非常時，做非常之想，遇非常事
4. 人心愈亂，支招獻策出點子的愈多
5. 無可厚非，更不能挑剔
6. 認邪惡而得意
7. 也正是希望平息民眾的激憤，強調海峽兩邊都是炎黃子孫，警惕有人挑起手足相殘，我才覺得有必要出來澄清一下。
8. 他們有過之而無不及。

謝謝老師！

**Header:** Liulin Zhang <lz2@hawaii.edu> Feb 18

**Body:**

你好，毛佑武，這篇文章是比较难，用的语言感情色彩很强，很讽刺，很高兴能收到你的提问。

1. 好在緊接著台軍某將領就坦率承認，台軍無能力攻擊三峽大壩
2. 怎料沒出一天，又傳來五花八門的消息
3. 真是處非常時，做非常之想，遇非常事
4. 人心愈亂，支招獻策出點子的愈多
5. 無可厚非，更不能挑剔
6. 認邪惡而得意
7. 也正是希望平息民眾的激憤，強調海峽兩邊都是炎黃子孫，警惕有人挑起手足相殘，我才覺得有必要出來澄清一下。
8. 他們有過之而無不及。

如果还有什么问题，请随时问我。

祝好！

张老师

2014-02-18 9:08 GMT+08:00 Brian Y W Mao <brianmao@nyu.edu>