

Evidence of Teaching Effectiveness
Li WEI

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REED COLLEGE FACULTY EVALUATION BY STUDENTS
FALL 2018 GENERAL EVALUATION OF FACULTY

| NAME | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|-----------------------|---------|------|------|------|------|------|------|------|------|------|------|
| Wei, Li | | | | | | | | | | | |
| CHIN | 210 Y01 | | | | | | | | | | |
| Second Year Chinese | | | | | | | | | | | |
| L&L | | | | | | | | | | | |
| RESPONSE DISTRIBUTION | TOTAL | 11 | 12 | 12 | 12 | 12 | 12 | 12 | 11 | 12 | 12 |
| 3 | | 0 | 0 | 2 | 2 | 2 | 1 | 2 | 0 | 2 | 0 |
| 4 | | 11 | 12 | 10 | 10 | 10 | 11 | 10 | 11 | 10 | 12 |
| INSTRUCTOR AVERAGE | | 4.00 | 4.00 | 3.83 | 3.83 | 3.83 | 3.92 | 3.83 | 4.00 | 3.83 | 4.00 |
| STD DEVIATION | | .00 | .00 | .39 | .39 | .39 | .29 | .39 | .00 | .39 | .00 |
| DIVISION AVERAGE | | 3.74 | 3.57 | 3.51 | 3.57 | 3.63 | 3.57 | 3.76 | 3.71 | 3.60 | 3.69 |
| COLLEGE AVERAGE | | 3.70 | 3.45 | 3.36 | 3.29 | 3.52 | 3.43 | 3.74 | 3.64 | 3.50 | 3.59 |
| STUDENTS IN COURSE | 12 | | | | | | | | | | |
| RESPONSE RATE (Q10) | 1.00 | | | | | | | | | | |
| GRAD REQUIREMENT? | 10 | | | | | | | | | | |
| GROUP REQUIREMENT? | 5 | | | | | | | | | | |
| DIV REQUIREMENT? | 1 | | | | | | | | | | |
| DEPT REQUIREMENT? | 4 | | | | | | | | | | |
| COURSE IN MAJOR? | 2 | | | | | | | | | | |
| EXCESSIVE WORK? | . | | | | | | | | | | |
| TOO MUCH WORK? | 1 | | | | | | | | | | |
| AVERAGE WORK? | 11 | | | | | | | | | | |
| TOO LITTLE WORK? | . | | | | | | | | | | |
| MINIMAL WORK? | . | | | | | | | | | | |

Questions:

Q1=Instructor's preparation for class, including, when appropriate, lecture, lab, rehearsal, and/or studio
 Q2=Clarity of instructor's explanation/presentation of the subject and materials
 Q3=Usefulness of homework; writing assignments; and/or lab, rehearsal, and/or studio exercises and projects
 Q4=Usefulness of text, readings, and other media assigned for the course
 Q5=Student work evaluated in a timely fashion
 Q6=Usefulness of instructor's comments and responses to my work
 Q7=Instructor's respect for and fairness toward students
 Q8=Instructor's availability for consultation and help
 Q9=Instructor's effectiveness in stimulating my thinking
 Q10=Overall quality of instructor teaching

Responses for questions 1 through 10:
 0=Unsatisfactory (0 points)
 1=Poor (1 point)
 2=Adequate (2 points)
 3=Good (3 points)
 4=Excellent (4 points)

Office of Institutional Research

REED COLLEGE FACULTY EVALUATION BY STUDENTS
FALL 2018 GENERAL EVALUATION OF FACULTY

| NAME | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|-----------------------|---------|------|------|------|------|------|------|------|------|------|------|
| Wei, Li | | | | | | | | | | | |
| CHIN | 210 Y02 | | | | | | | | | | |
| Second Year Chinese | | | | | | | | | | | |
| L&L | | | | | | | | | | | |
| RESPONSE DISTRIBUTION | TOTAL | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| INSTRUCTOR AVERAGE | | 4.00 | 4.00 | 3.50 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 |
| STD DEVIATION | | .00 | .00 | .71 | .00 | .00 | .00 | .00 | .00 | .00 | .00 |
| DIVISION AVERAGE | | 3.74 | 3.57 | 3.51 | 3.57 | 3.63 | 3.57 | 3.76 | 3.71 | 3.60 | 3.69 |
| COLLEGE AVERAGE | | 3.70 | 3.45 | 3.36 | 3.29 | 3.52 | 3.43 | 3.74 | 3.64 | 3.50 | 3.59 |
| STUDENTS IN COURSE | 3 | | | | | | | | | | |
| RESPONSE RATE (Q10) | .67 | | | | | | | | | | |
| GRAD REQUIREMENT? | 2 | | | | | | | | | | |
| GROUP REQUIREMENT? | 1 | | | | | | | | | | |
| DIV REQUIREMENT? | 1 | | | | | | | | | | |
| DEPT REQUIREMENT? | . | | | | | | | | | | |
| COURSE IN MAJOR? | . | | | | | | | | | | |
| EXCESSIVE WORK? | . | | | | | | | | | | |
| TOO MUCH WORK? | . | | | | | | | | | | |
| AVERAGE WORK? | 1 | | | | | | | | | | |
| TOO LITTLE WORK? | . | | | | | | | | | | |
| MINIMAL WORK? | . | | | | | | | | | | |

Questions:

Q1=Instructor's preparation for class, including, when appropriate, lecture, lab, rehearsal, and/or studio
 Q2=Clarity of instructor's explanation/presentation of the subject and materials
 Q3=Usefulness of homework; writing assignments; and/or lab, rehearsal, and/or studio exercises and projects
 Q4=Usefulness of text, readings, and other media assigned for the course
 Q5=Student work evaluated in a timely fashion
 Q6=Usefulness of instructor's comments and responses to my work
 Q7=Instructor's respect for and fairness toward students
 Q8=Instructor's availability for consultation and help
 Q9=Instructor's effectiveness in stimulating my thinking
 Q10=Overall quality of instructor teaching

Responses for questions 1 through 10:
 0=Unsatisfactory (0 points)
 1=Poor (1 point)
 2=Adequate (2 points)
 3=Good (3 points)
 4=Excellent (4 points)

Office of Institutional Research

Reed College
COMMENTS TO THE INSTRUCTOR

Course Title: Second Year Chinese Instructor Name: Li Wei

Handwritten comments are attached, but I transcribed a selection here for legibility.

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

Student A: The class was very well-organized and felt like it integrated many different aspects of Chinese. I loved the songs before class, and also your openness to helping students and changing your teaching style to fit students.

Student B: I thought her preparations for class –the PowerPoints—were fantastic and super helpful in learning grammar. Wei laoshi did a great job blending both cultural knowledge not in the textbook and grammar.

Student C: Wei laoshi has made me excited to learn Chinese again. She is an excellent professor. Every class she is totally prepped and excited to teach. She is always encouraging, and even though I'm miserable in my skill in the language, she always is willing to help.

Student D: Seriously, everything! Your PowerPoints + the way you conduct class were amazing. Your deep knowledge of classical Chinese/more fancy elements of culture mixed with memes and pop culture was so engaging. Your comments on test and homework were helpful. Overall I'm blown away by your pedagogy!

Student E: I think the workload is perfect. what is assigned helps us better understand the grammar and it takes only about 20 min so I still have time to study. I also love the music at the beginning of class. You are also so funny and happy that it makes learning and attending class so fun! The review sheets are also super helpful.

2. What did you *like least about* the course? Which aspects of the course would you like to see changed?

Student A: There were slightly too many different kinds of assignments, which sometimes made it hard to remember when I had something due (like the quizlets).

Student B: In some ways I felt that homework deadlines should have been more enforced.

Student C: I learned she'll be leaving at the end of the school year. That makes me so sad.

Student D: The size of the first section was overwhelming at times, but you did a great job of managing it. Towards the end, the textbook is cramming very closely related vocab at the same time. It might be easier to learn a lot of vocab by reading stories.

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

Student A: Overall this was probably the best language class I've ever taken. I was so happy with it!

Student C: She's my favorite teacher I've had at Reed so far.

Student D: I was worried that my Chinese was going to plateau and not improve, because I had been studying for 3 years and not improving, so thank you so much.

Student E: You are one of my favorite teachers! Your slides are so fun, engaging, and helpful! You clearly care about your students and want us to succeed. You explain grammar in a way that is very helpful for understanding and it's so helpful that you are so available to meet outside of class.

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: CHIN 201901 Instructor Name: Li Wei

Course Title: 2nd Year Chinese

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

You are a pure and beautiful soul! :)

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

Nothing :)

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

We should take a class trip to HK
inter

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: CHIN 210 Instructor Name: Li Wei

Course Title: Second Year Chinese

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

The class was very well-organized and felt like it integrated many different aspects of Chinese. I loved the songs before class, and also your openness to helping students and changing your teaching style to fit students.

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

There were slightly too many different kinds of assignments, which sometimes made it hard to remember when I had something due (like the quizzes).

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

Overall this was probably the best language class I've ever taken. I was so happy with it!

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: CHIN 210 Y01 Instructor Name: Li Wei

Course Title: Second Year Chinese

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

I thought ~~the~~ her preparations ~~was~~ for class - the powerpoints - were fantastic and super helpful in learning grammar. Wei Laoshi did a great job blending both cultural knowledge ~~and~~ not in the textbook and grammar.

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

In some ways I felt that homework deadlines ~~we~~ should have been more enforced.

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: Un210 Instructor Name: Li Mei

Course Title: Chinese II

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

Allofit. Loved learning Chinese from you. You da Best

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

more review days but you ahead, did that so nothing

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

You da best!

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: Chinese 210 Instructor Name: Li Wei

Course Title: 2nd Year Chinese

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

Wei Lzoshi has made me excited to learn Chinese again. She is an excellent professor. Every class she is totally prepped and excited to teach. She is always encouraging, and even though I'm miserable in my skill in the language, she always is willing to help.

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

I heard she'll be leaving at the end of the school year. That makes me so sad.

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

She's my favorite teacher I've had at Reed so far.

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: CHIN 210 402 Instructor Name: LI WEI

Course Title: 2nd year Chinese

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

Seriously, everything! Your powerpoints + the way you conducted class were amazing. Your deep knowledge of classical Chinese/more fancy elements of culture mixed w/ memes and pop culture was so engaging. Your comments on test + homework were helpful. Overall I'm blown away by your pedagogy!

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

The size of the first section was overwhelming at times, but you did a great job of managing it. Towards the end, the textbook is cramming very closely related vocab in at the same time (e.g. all the food words). It might be easier to learn a lot of vocab by reading stories, so the words are more salient + have an emotional attachment.

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

I was worried that my Chinese was going to plateau and not improve, because I had been studying for 3 years and not improving, so thank you so much.

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: CHIN 210 Y02 Instructor Name: Li Wei

Course Title: Second Year Chinese

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

I think the work load is perfect, what is assigned helps me better understand the grammar and it takes only about 20 min so I still have time to study. I also love the music at the beginning of class. You are also so funny and happy that it makes learning and attending class so fun! The review sheets are also super helpful.

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

You are one of my favorite teachers!
Your slides are so fun, engaging, and helpful!
You clearly care about your students and want us to succeed. You explain grammar in a way ~~where it is~~ that is very helpful for understanding and it's so helpful that you are ~~so~~ so available to meet outside of class.

Reed College

COMMENTS TO THE INSTRUCTOR

(Only your instructor will see the comments you provide on this form)

Course & Number: Chin 210 Instructor Name: Li Wei

Course Title: Chinese 2

Instructions

Please complete this form to inform the instructor of your assessment of the course. If you wish to evaluate your instructor for the Committee on Advancement and Tenure, use the "Evaluation to the C.A.T." form.

1. Be sure to fill out the information requested at the top of this form.
2. You may complete the form now, or take it with you and fill it out with your specific comments. If you take it with you, return it as soon as possible to the box marked "Faculty Evaluation" in the Registrar's Office.
3. Do not return the form directly to your instructor. Do not sign your name.
4. Forms will be delivered directly to the instructor after semester grades are turned in.

Thank you for your participation.

* * * * *

1. What did you *like best* about the course? Which aspects of the course would you like to see retained?

I loved everything! I felt that all the resources were pertinent and extremely helpful.

I really liked the songs as they provided some real life context for some of the words

2. What did you *like least* about the course? Which aspects of the course would you like to see changed?

Nothing! Loved it!

3. Do you have any further comments, suggestions, or observations about your instructor's teaching or other aspects of the course?

maybe give an extra day or two more in

advancement for oral exams (letting us know a little earlier so we have more time to write and memorize)

WUSTL Course Evaluations

10/31/2017

Title of Course: First-Level Modern Chinese I

Course: L04 101D

Section: D

Semester: Fall 2011

Instructors: Li Wei (Instructor)

Completed Evaluations: 4 of 11 (36%)

Scoring Key

Bold - Score

(S) - System's Average Score For the Template

(D) - Department's Average Score For the Template

(M) - Median Score For the Question

Course Section Requirements:

| | |
|-----------------------------------|-----|
| Number of Quizzes | n/a |
| Number of Examinations | n/a |
| Number of short papers (1-5pgs) | n/a |
| Number of long papers (6 +pgs) | n/a |
| Number of homework assignments | n/a |
| Number of individual projects | n/a |
| Number of group projects | n/a |
| Number of oral presentations | n/a |
| Was attendance required? | No |
| Was class participation required? | No |
| Were take home exams given? | No |

Performance/Skill Acquisition Class

Overall Evaluation (Li Wei - Instructor)

7.00 Give an overall rating for the course

| | | | | | | | | |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|
| (S) 5.96 of 2013 | (blank) | 1 - Poor | 2 | 3 | 4 | 5 | 6 | 7 - Excellent |
| (D) 6.16 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Give an overall rating of the instructor's teaching

| | | | | | | | | |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|
| (S) 6.03 of 2013 | (blank) | 1 - Poor | 2 | 3 | 4 | 5 | 6 | 7 - Excellent |
| (D) 6.14 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Overall, how much did you learn in this course?

| | | | | | | | | |
|------------------|-----------|-----------------|-----------|-----------|-----------|-----------|-----------|------------------|
| (S) 5.89 of 2013 | (blank) | 1 - Very Little | 2 | 3 | 4 | 5 | 6 | 7 - A Great Deal |
| (D) 6.23 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Would you recommend this course to another student?

| | | | | | | | | |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|
| (S) 5.94 of 2013 | (blank) | 1 - No | 2 | 3 | 4 | 5 | 6 | 7 - Certainly |
| (D) 6.15 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

WUSTL Course Evaluations

10/31/2017

| | | | | | | | | |
|------------------|--|----------------|-----------|------------|-----------|-----------|------------|----------------|
| 4.50 | How would you describe the workload in this course? | | | | | | | |
| (S) 4.60 of 2013 | (blank) | 1 - Very Light | 2 | 3 | 4 | 5 | 6 | 7 - Very Heavy |
| (D) 4.92 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 0 (0.00%) |
| (M) 4.50 | | | | | | | | |

| | | | | | | | | |
|------------------|---|---------------|-----------|------------|------------|-----------|-----------|--------------------|
| 3.50 | How would you describe the content of this course? | | | | | | | |
| (S) 4.63 of 2013 | (blank) | 1 - Very Easy | 2 | 3 | 4 | 5 | 6 | 7 - Very Difficult |
| (D) 4.82 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) |
| (M) 3.50 | | | | | | | | |

Instruction (Li Wei - Instructor)

| | | | | | | | | |
|------------------|--|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| 7.00 | Instruction individualized according to skills of student | | | | | | | |
| (S) 5.35 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 5.47 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

| | | | | | | | | |
|------------------|---|-----------------------|-----------|-----------|-----------|-----------|------------|--------------------|
| 6.50 | Skills were developed sequentially | | | | | | | |
| (S) 5.87 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.00 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) |
| (M) 6.50 | | | | | | | | |

| | | | | | | | | |
|------------------|--|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| 7.00 | There was sufficient opportunity for practice | | | | | | | |
| (S) 5.87 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 5.95 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

| | | | | | | | | |
|------------------|---|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| 7.00 | The instructor was well prepared for class | | | | | | | |
| (S) 6.34 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.49 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

WUSTL Course Evaluations

10/31/2017

[illegible]

Organization (Li Wei - Instructor)

[illegible][illegible][illegible][illegible]

Interaction with students (Li Wei - Instructor)

[illegible]

WUSTL Course Evaluations

10/31/2017

| | | | | | | | | |
|------------------|---|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| 7.00 | Grading procedures were fair | | | | | | | |
| (S) 5.97 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.08 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |
| 7.00 | Instructor was concerned for students | | | | | | | |
| (S) 6.31 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.32 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |
| 7.00 | Instructor was available for consultation outside of class | | | | | | | |
| (S) 6.13 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.23 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |
| 7.00 | Instructor maintained positive environment in class | | | | | | | |
| (S) 6.39 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.44 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |
| 7.00 | Instructor dealt constructively with individual difficulties | | | | | | | |
| (S) 5.99 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.03 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |
| 7.00 | Student progress was recognized | | | | | | | |
| (S) 5.98 of 2013 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.09 of 250 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

| |
|--|
| Other Considerations (NOT Instructor Specific) |
|--|

Early in the semester, did your professor explain the expectations for academic integrity?

| | | |
|-----------|------------|------------|
| (blank) | Yes | No |
| 0 (0.00%) | 3 (75.00%) | 1 (25.00%) |

Short answers (Li Wei - Instructor)

What did you like most about this course?

- 00

Li Wei i a great teacher, she made the subsection fun and interesting each time. Aside from the normal Chinese class, the subsection was my second favorite class to go to.
- 02

Wei Laoshi was always very happy and friendly.

What did you like the least?

- 00

Nothing was bad
- 02

there is absolutely nothing that I did not like about the class :)

Is there something important about the course not covered by these questions?

WUSTL Course Evaluations

10/31/2017

Title of Course: First-Level Modern Chinese I

Course: L04 101D

Section: G

Semester: Fall 2013

Instructors: Li Wei (Instructor)

Completed Evaluations: 4 of 7 (57%)

Scoring Key

Bold - Score

(S) - System's Average Score For the Template

(D) - Department's Average Score For the Template

(M) - Median Score For the Question

Course Section Requirements:

| | |
|-----------------------------------|-----|
| Number of Quizzes | n/a |
| Number of Examinations | n/a |
| Number of short papers (1-5pgs) | n/a |
| Number of long papers (6 +pgs) | n/a |
| Number of homework assignments | n/a |
| Number of individual projects | n/a |
| Number of group projects | n/a |
| Number of oral presentations | n/a |
| Was attendance required? | No |
| Was class participation required? | No |
| Were take home exams given? | No |

Discussion Section (Teaching Assistant)

Overall Evaluation (Li Wei - Instructor)

6.33 Give an overall rating for the section

| | | | | | | | | |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|---------------|
| (S) 5.68 of 15553 | (blank) | 1 - Poor | 2 | 3 | 4 | 5 | 6 | 7 - Excellent |
| (D) 6.08 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) | 1 (25.00%) |
| (M) 6.00 | | | | | | | | |

6.00 Give an overall rating of the teaching effectiveness

| | | | | | | | | |
|-------------------|-----------|-----------|-----------|-----------|-----------|------------|------------|---------------|
| (S) 5.59 of 15553 | (blank) | 1 - Poor | 2 | 3 | 4 | 5 | 6 | 7 - Excellent |
| (D) 5.95 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) | 1 (25.00%) |
| (M) 6.00 | | | | | | | | |

Instruction (Li Wei - Instructor)

7.00 Material was presented clearly

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.75 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.00 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

WUSTL Course Evaluations

10/31/2017

7.00 Questions were answered clearly and concisely

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.71 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.17 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Material was presented at an appropriate pace

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.85 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.27 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 The TA was well prepared for class

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 6.09 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.57 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Class time was used well

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.82 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.08 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 The TA effectively led the class

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.74 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.05 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Topics were effectively related to the lectures

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.93 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.49 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Communicated at a level appropriate for the class

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.96 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.22 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

Interaction with students (Li Wei - Instructor)

WUSTL Course Evaluations

10/31/2017

7.00 Expectations were clearly explained

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.74 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 5.98 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) |
| (M) 7.00 | | | | | | | | |

7.00 Grading procedures were fair

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.76 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.13 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) |
| (M) 7.00 | | | | | | | | |

7.00 TA was concerned for students

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 5.88 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.23 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

6.00 TA was available for consultation outside of class

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|------------|--------------------|
| (S) 5.96 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.13 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 0 (0.00%) |
| (M) 6.00 | | | | | | | | |

7.00 TA maintained positive environment in class

| | | | | | | | | |
|-------------------|-----------|-----------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| (S) 6.08 of 15553 | (blank) | 1 - Strongly Disagree | 2 | 3 | 4 | 5 | 6 | 7 - Strongly Agree |
| (D) 6.29 of 126 | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) |
| (M) 7.00 | | | | | | | | |

Short Answers (Li Wei - Instructor)

Is there something important about the section not covered by these questions?

Instructor Short Answers (Li Wei - Instructor)

What did you like <u>most</u> about the teaching of this section by the TA?

- 00 She was always energetic and willing to entertain dialogue not necessarily related to the dialogue while still maintaining focus and teaching us the material very well
- 01 Wei Laoshi was fun though at times she speaks a little too fast
- 02 She used time efficiently and gave good clarification if needed.

| | |
|--|-----|
| What did you like <u>least</u> about the teaching of this section by the TA? | |
| 00 | N/A |



Instructor Report for Li Wei, FL2016.L.L23.311.01 - Buddhist Traditions: Taking Refuge in the Buddha

A&S Fall 2016 Course Evaluations

Project Audience 31

Responses Received 25

Response Ratio 80.65%

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from your specified Fall 2016 course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions or concerns about your report, please contact evals@wustl.edu

Please Note: In order to protect student anonymity, fall and spring reports are not generated for sections with fewer than 4 respondents.

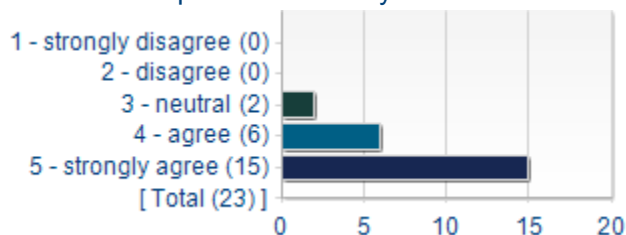
Creation Date Thu, Jan 19, 2017



TA Evaluation

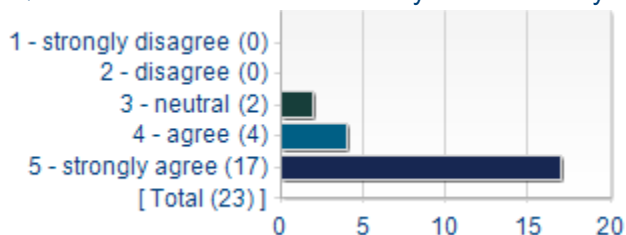
Instruction (Li Wei)

1. Material was presented clearly



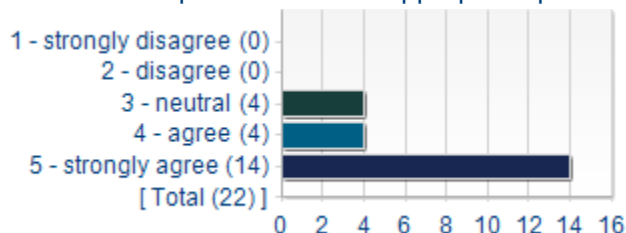
| Statistics | Value |
|--------------------|---------|
| Mean | 4.57 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.66 |

2. Questions were answered clearly and concisely



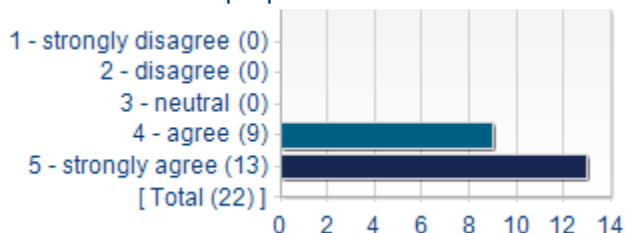
| Statistics | Value |
|--------------------|---------|
| Mean | 4.65 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.65 |

3. Material was presented at an appropriate pace



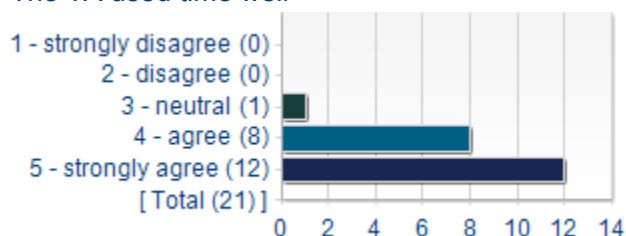
| Statistics | Value |
|--------------------|---------|
| Mean | 4.45 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.80 |

4. The TA was well prepared for section



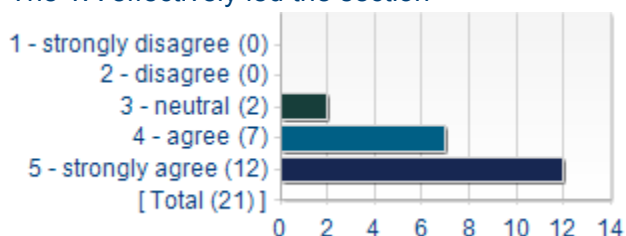
| Statistics | Value |
|--------------------|---------|
| Mean | 4.59 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.50 |

5. The TA used time well



| Statistics | Value |
|--------------------|---------|
| Mean | 4.52 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.60 |

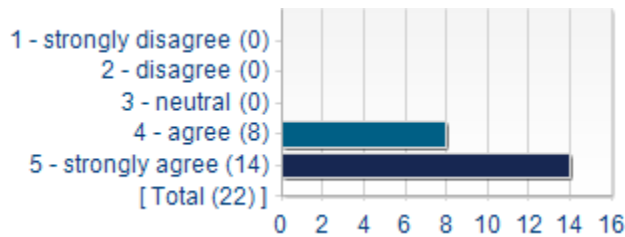
6. The TA effectively led the section



| Statistics | Value |
|--------------------|---------|
| Mean | 4.48 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.68 |

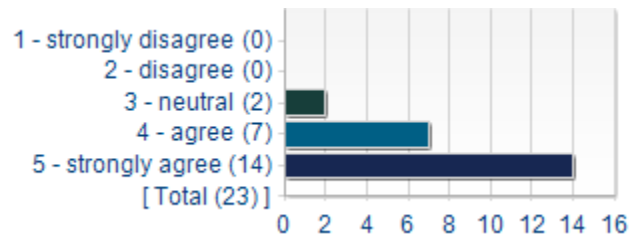
Instruction (Li Wei) (continued)

7. Topics were effectively related to the course lectures



| Statistics | Value |
|--------------------|---------|
| Mean | 4.64 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.49 |

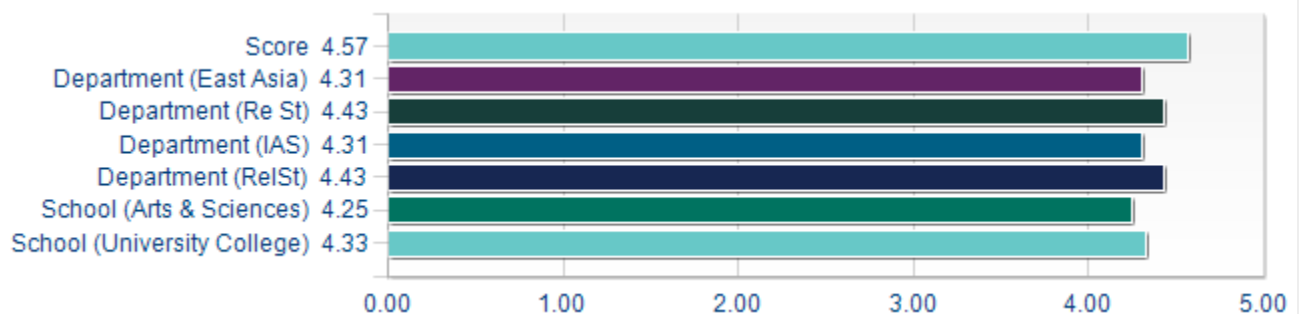
8. Communicated at a level appropriate for the class



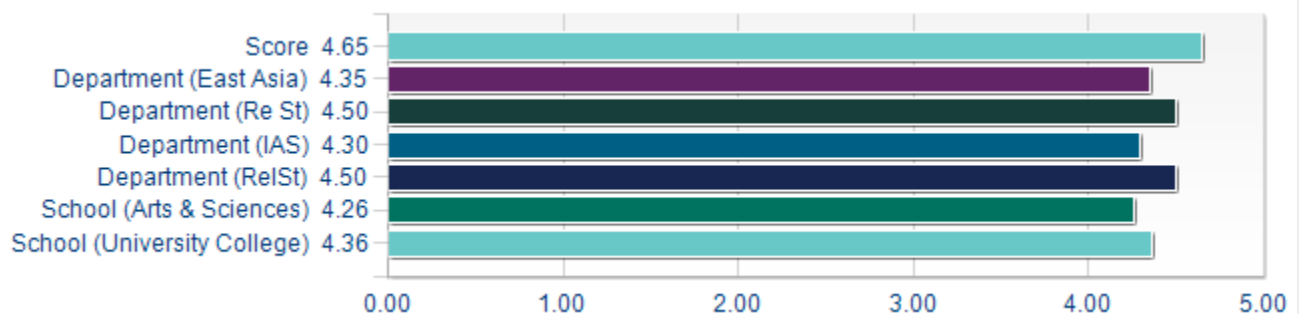
| Statistics | Value |
|--------------------|---------|
| Mean | 4.52 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.67 |

Instruction - Comparison Detail

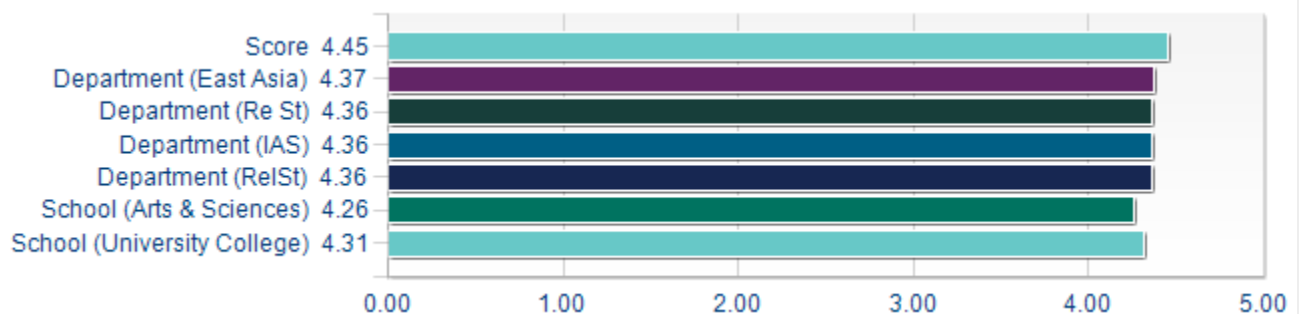
1. Material was presented clearly



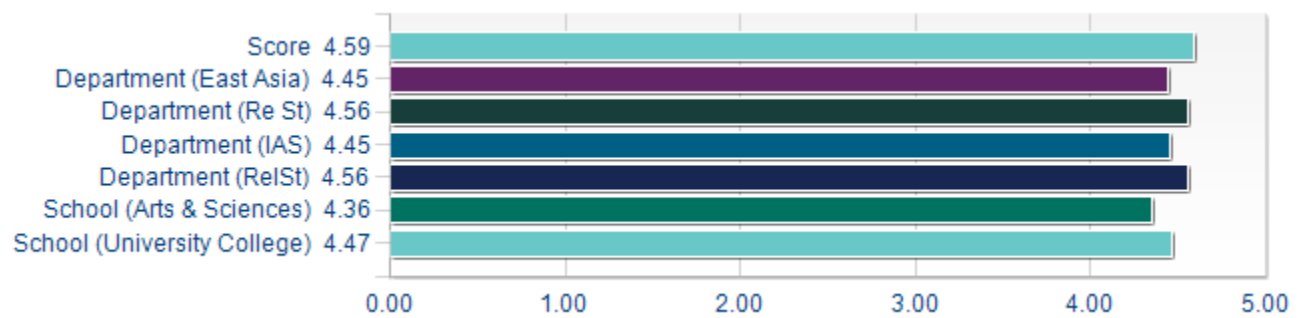
2. Questions were answered clearly and concisely



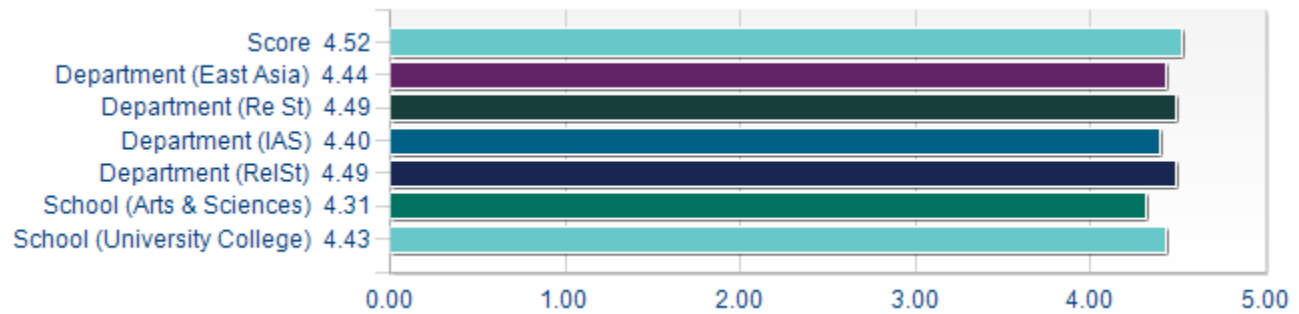
3. Material was presented at an appropriate pace



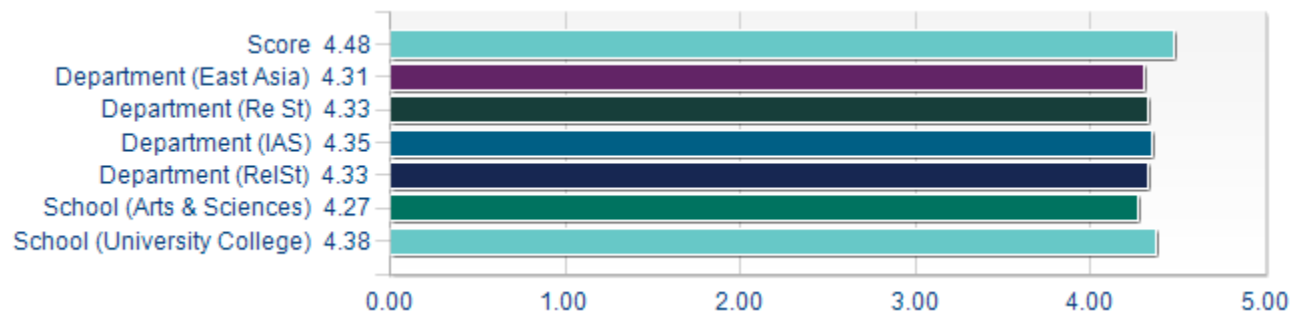
4. The TA was well prepared for section



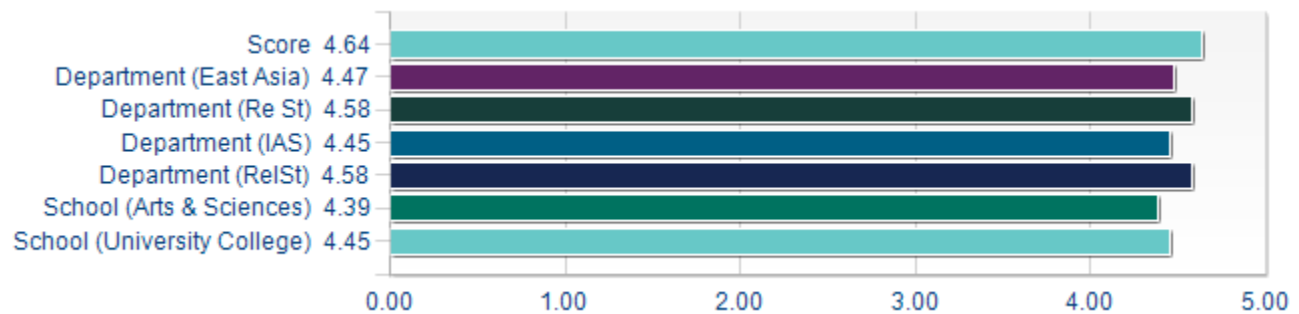
5. The TA used time well



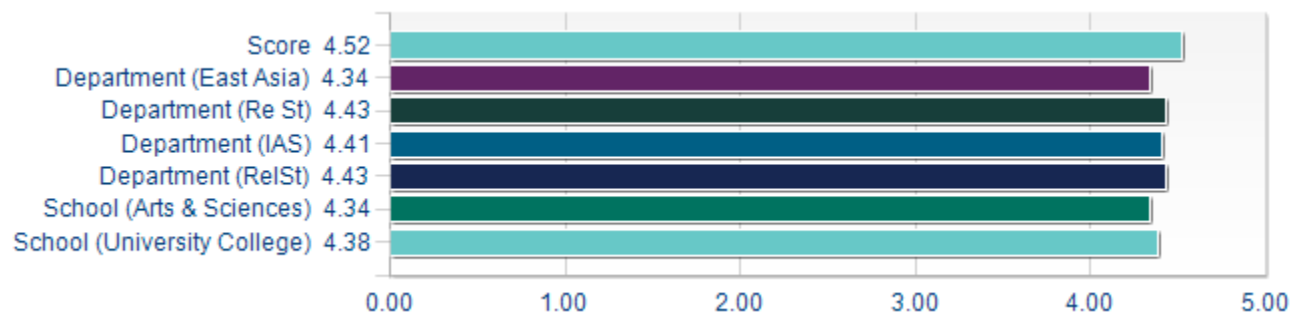
6. The TA effectively led the section



7. Topics were effectively related to the course lectures

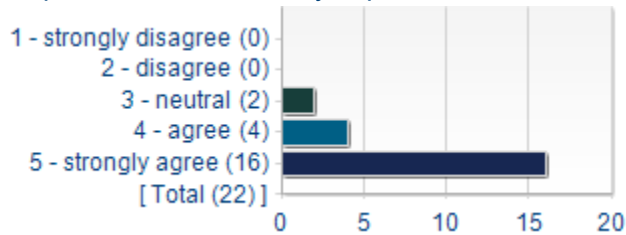


8. Communicated at a level appropriate for the class



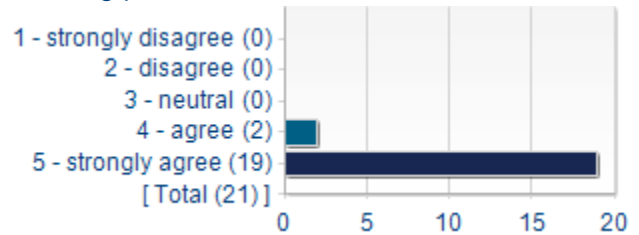
Interaction with Students (Li Wei)

1. Expectations were clearly explained



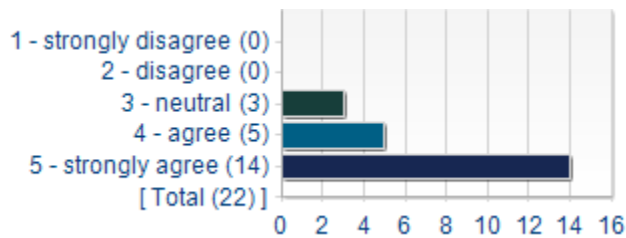
| Statistics | Value |
|--------------------|---------|
| Mean | 4.64 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.66 |

2. Grading procedures were fair



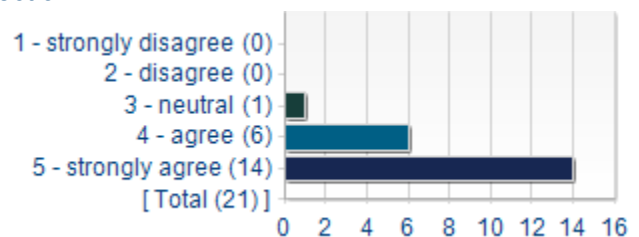
| Statistics | Value |
|--------------------|---------|
| Mean | 4.90 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.30 |

3. TA was concerned for students



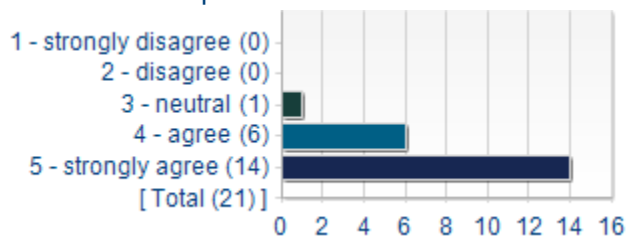
| Statistics | Value |
|--------------------|---------|
| Mean | 4.50 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.74 |

4. TA was available for consultation outside of section



| Statistics | Value |
|--------------------|---------|
| Mean | 4.62 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.59 |

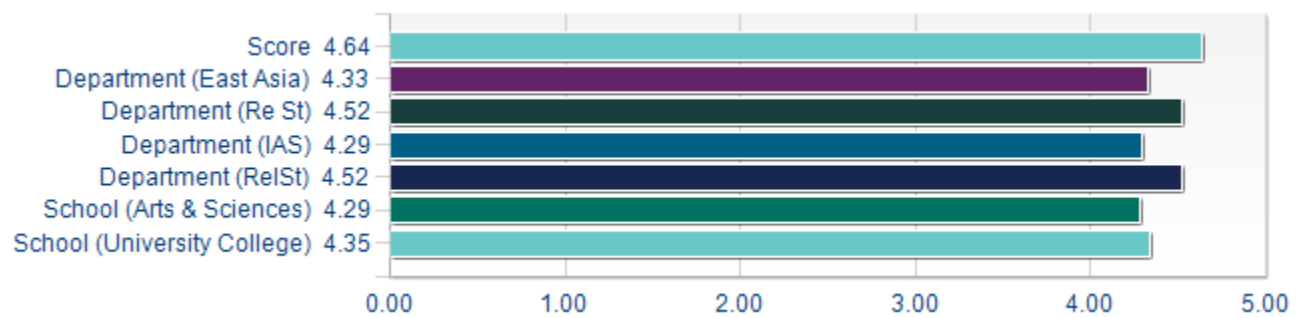
5. TA maintained positive environment in section



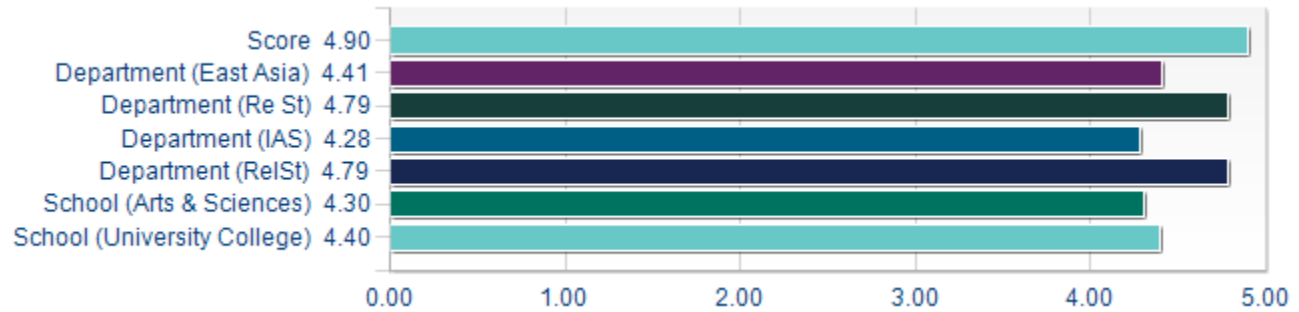
| Statistics | Value |
|--------------------|---------|
| Mean | 4.62 |
| Median | 5.00 |
| Mode | 5 |
| Standard Deviation | +/-0.59 |

Interaction with Students - Comparison Detail

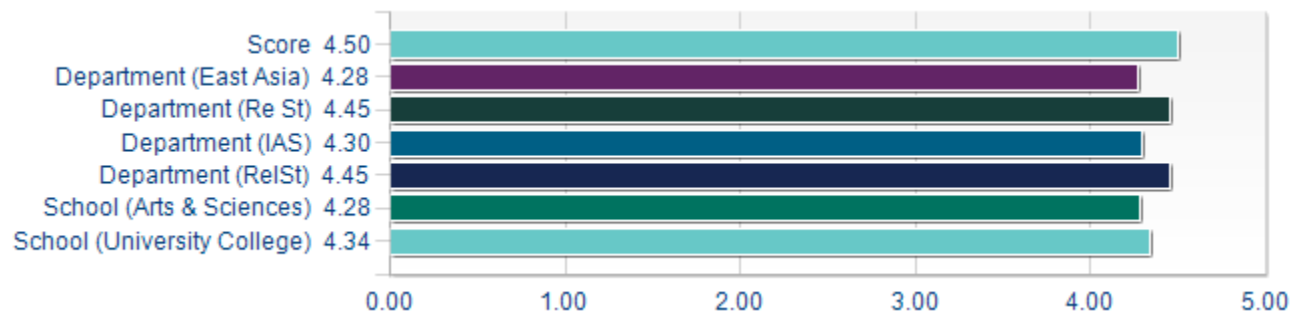
1. Expectations were clearly explained



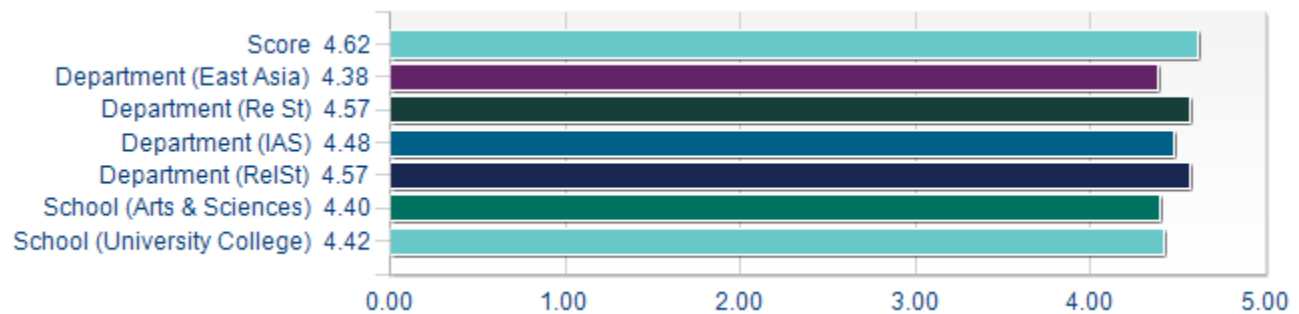
2. Grading procedures were fair



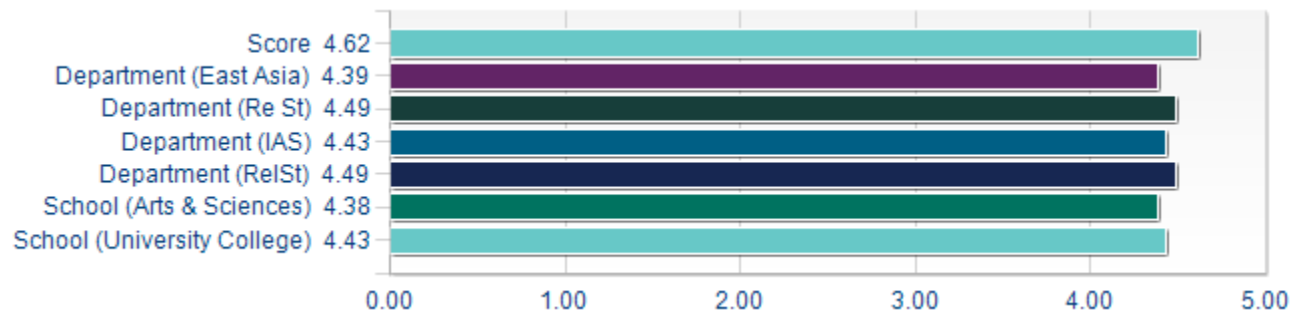
3. TA was concerned for students



4. TA was available for consultation outside of section



5. TA maintained positive environment in section



Please provide any additional feedback on **Li Wei** that was not covered by the previous questions.

| Comment |
|--|
| N/A |
| Held a very good professional demeanor when leading the class. Clear instruction and communication with class. |
| Very clear and engaging |
| Super nice and helpful and very knowledgable! |
| Love her! She is really good at TA Stuff |
| She was so receptive, quick, and nice when I emailed her! |
| N/A |

February 21, 2017

SUBJECT: Teaching excellence documentation for EALC PhD candidate WEI Li

Dear colleagues:

I am writing to support the recommendation of the Department of East Asian Languages and Cultures to nominate Ph.D. candidate WEI Li for the Dean's Award for Teaching Excellence. WEI Li is currently a teaching assistant for my "Culture, Illness, and Healing in Asia" course (Anthropology 4033). Even though we are only one month into the spring semester, WEI Li has already proven herself to be an exceptional TA.

Her responsibilities as a TA in my course have included the following:

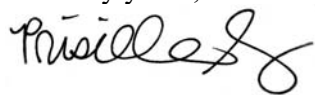
- leading three small-group discussion sections over the course of the semester
- grading student reading responses and providing a brief summary once a week
- grading two exams
- grading an illness narrative project (which includes providing feedback to students at three different stages of the assignment)
- holding weekly office hours and meeting with students as requested
- giving one lecture (WEI Li will be delivering her lecture on the topic of death and dying in China and Japan later in April).

WEI Li has gone far above and beyond my expectations in fulfilling these TA duties. For example, in grading the students' weekly reading responses, WEI Li additionally provides me with a helpful summary highlighting individual students' outstanding comments, identifying areas of misunderstanding that need clarification in lecture, and offering her own analysis and reflections on the students' reactions to the texts.

We just held our first discussion section last week, in which WEI Li took charge of leading class for a subset of twenty undergraduate students. To prepare for this discussion section, WEI Li on her own initiative created a Powerpoint presentation that provided background images to help contextualize the readings and highlighted key questions for discussion. This helped stimulate discussion while providing students with a helpful roadmap for guiding their conversation.

I fully support EALC's nomination of WEI Li for a teaching excellence award and give her my highest recommendation. I have attached examples documenting WEI Li's excellent work as a TA to this letter for your reference. Thank you for your consideration.

Sincerely yours,



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SECOND YEAR CHINESE 二年级中文

Reed College 里德大学 | Fall 2018

Course Instructor: WEI Li 魏老师 Eliot 119 weili@reed.edu

Office Hours: MW 2-4, always available by appointment

| Week 7 10.8-10.12 | 星期一 | 星期二 | 星期三 | 星期四 | 星期五 |
|---|---|--|---|--|--|
| 上课 12:00-12:50 In Class | 学习 L11 同志、小姐、先生 | 学习 L11 同志、小姐、先生 | 学习 L11 同志、小姐、先生 今天上课的时候听写 | 期中口试 Midterm Oral Exam: Form a group of 2 or 3, prepare to perform a 5-10 minute skit, using new words and structures from L1-11. You have to memorize your script. Each group should submit one script before performing. Both content and your speaking quality will be graded. | 期中笔试 Midterm Written Exam: 50 minutes long, same format as last quiz. The exam will cover L1-11, more emphasis will be given to recent lessons. |
| 课后作业 Homework for this day after class | 写字练习: L11 每个生词写三遍 Due: 10/9 | 语法练习: P111: III P112: V(3) Due: 10/10 <u>背课文, 准备明天听写</u> (prepare for dictation tomorrow) | <u>准备期中口试和笔试</u> Prepare for midterm oral and written exams. | | |
| 周末作业 Weekend Assignment | 写作文: Choose one of the following two options and write a paragraph of ~100 characters: P112. VI., or write your fun fall break “我的秋假很有趣” Please use as many new words/expressions/structures from L11 as you can. Due: 10/22 预习 L12 祝你秋假快乐! | | | | |

zhèng zhìhuà miànzi wèntí

郑智化 面子问题

wèile yídiǎn xūróng zhēnggè nǐsǐwǒhuó
为了一点虚荣 争个你死我活
for a little bit of vanity, fight till either you die or I die

yízhì qiānjīn búzhòu méitóu miànbù gǎisè
一掷千金 不皱眉头 面不改色
Spending a thousand taels of gold in one go, not frowning, face doesn't change color

rénqián rénhòu gāogāodīdī bǐláibǐqù
人前人后 高高低低 比来比去
In front of people and behind their back, high and low, always comparing

dàotóulái zhǐshì wèile **miànzi wèntí**
到头来 只是 为了 面子问题
In the end, it's all for the "face" problem

I give you face, you don't wanna face, you lose your face, I turn my face

wǒ gěinǐ liǎn nǐ búyàoliǎn
我给你脸 你不要脸
I pay due respect to you, but you are shameless

nǐ zhēn diūliǎn wǒhuì fānliǎn
你真丢脸 我会翻脸
You are such a shame. I will change my attitude

我穿着 beauty 开着 porsche 身穿 gianni Versace

nǐ kànbúguòqù màwǒ chòupì
你看不过去 骂我臭屁
You can't stand it, scolding me for being pretentious

wǒ jiùshì yǒuqián
压哐你未按怎 我就是有钱
What do you want? I am just rich.

miànzi wèntí nìngsǐ bùqū
面子问题 宁死不屈
The problem of “face”, I’d rather die than give up.

jīnqián quánlì pīnmìng zhēngqǔ
金钱权力 拼命争取
Money, power, fight for them with my life.

nǐyǒu wèntí wǒyǒu wèntí
你有问题 我有问题
You have a problem, I have a problem.

wèile miànzi tóuké huàiqù
为了面子 头壳坏去
For the sake of “face”, our heads are broken.

Discussion Session on *Chuci* (The Lyrics of Chu)

OVERVIEW OF KEY ISSUES

- Reiterate the formal characteristics and literary significance of *Chuci*
- Close reading of the Lisao
- Discussion of selective themes and images in the Nine Songs and the Kingdom's Death based on questions raised in students' response papers.

1. The *Chuci*

-Chuci, the Elegies/Lyrics of Chu, particularly Lisao, or "Encountering Trouble" and Jiuge, "Nine Songs," occupy a central position in Chinese literary history. Despite the fact that Chuci had never been so heavily endorsed by the government or the Confucian ideology the way the Book of Songs was, it still managed to become a foundational text for the Chinese poetic tradition.

-It serves as primary source for images, quotations, allusions, and literary modalities for hundreds of years after the anthology was compiled. In fact, in later periods, "风骚"

becomes an alternative way of saying literature/literariness of a person, "骚人" becomes another way of saying poets/literati in general.

-Women, and marginalized members from later generations often respond to the Lisao/Quyuan.

2. The Form

One of the important legacies Chuci leaves for later literary works is its style and format.

❖ Asha's Questions: it was clear that the *Chuci* differs stylistically from *Shijing*. How?

This is something that inevitably gets lost in the translation. But we talk about the 骚体, the Sao-style a lot, what is the sao-style? let me read the first few lines of Lisao. What did you hear?

XXX particle XX xi,

XXX particle XX.

Each couplet is divided by the meaningless particle xi. Each line of the couplet consists of a three-syllable unit and a two-syllable unit, broken by a grammatical particle.

XXX xi XX

XXX xi XX

The Nine Songs style consists of couplets that are 6 syllables long, with the particle xi as the fourth syllable of each line.

❖ What effect does this style create and why?

More flow, more musicality, longer, allows room for more elaborations, more imageries, richer. Goes back to the connection between these verses and the Chu's shamanist rituals. Arguably, they were written for the rituals/meant to be performed during rituals accompanied by music, or they are literary recreations/representations of ritual performances.

This formal stylistic feature is very distinctive, is heavily adopted by the writings of the later Han dynasty, particularly by the composers of rhapsodies. This is why Chuci/Lisao are considered to be proto-fu, the original source-inspiration for the Han rhapsodies.

3. The *Lisao*

- ❖ First impressions? How does it compare to the poems we read last week?

a. Historical backgrounds:

Chu – Qi – Qin (ambition, devour): Strategies? Ally with Qi or Qin?

King Huai of Chu: Credulous & greedy

Qu Yuan: Left Minister vs. Son, Concubine, High official: secretly bribed by Qin's lobbyist

Slander; Broke ally with Qi – Form ally with Qin – King lured to Qin and jailed until death – Puppet state – Son becomes new king with Qin's support

It is the received reading to see this poem as coming from the authentic, historical Qu Yuan's voice, but there's always debate around that. To see Qu Yuan as a literary persona, that was not necessarily historically authentic; think of Qu Yuan as a rhetorical stance. a way of looking at the world, with stylistic, political, emotional implications, that could help us formulate a cohesive reading of the poem.

b. Theme

- ❖ What is Qu Yuan's strongest emotion expressed in this poem? Despair, sorrow, frustration...
- ❖ What for? – Frustration at the political situation – prompts us to read the poem allegorically

Close Reading

- ❖ What does "inward beauty" refer to? - Noble breed
- ❖ What does "outward adornment" refer to? - Flowers & fragrant grasses
- ❖ What do "flowers & fragrant grasses" represent? (Allegory) – noble pedigree, self-cultivation and virtue
- ❖ How do the images of plants and animals, and the use of them compare with those in the book of songs? - Fragrant, rare, pretty, used as adornments, vs. weeds grow wildly, excessively, selfishly, uplifting, in the same way that virtues and good qualities make a person charming and attractive
- ❖ Why stress at the beginning his noble breed and virtues? - Capability, qualification, develops all these virtues, if anyone deserves to be recognized, he is, which makes the rejection even more hard to accept – **In the interest of the state** – frustration for his not being appreciated; for the destruction of the state
- ❖ Who is "my Fairest"?
- ❖ Other mentions? "Fragrant One"
"the Fair One" "All your ladies" "my delicate beauty"
- ❖ Gender dynamics: First, King=Beauty, I=pursuer, vie with other pursuers to earn, Equal
Later, King=Man, I=one of his women, Overpowering masculine;
Metaphorical genders **reflect the dynamics between him and the king**, and his status
- ❖ What does he decide to do after being cast off by the king? – to embark on a journey – Why? – No longer care that no one understands, enjoy being alone & free
- ❖ What is the result of that journey? bottom – Nowhere to put to use his talents – Ultimate pursuit of generations of Chinese men of literacy – To be a loyal and wise official who can serve the state – Best way of demonstrating one's value – Qu Yuan's sentiment, full of

talent in the best interest of the state yet unappreciated, speaks to generation after generation of men – opens a tradition for the poetic expression of such sentiment

- ❖ Embark on a second journey, for what? Who does he pursue? Results?
- ❖ Speculations of the ending: Suicide? Spiritual transcendence? (Peng Xian, the Sun god, the legend has it that he resides in the bottom of the oceans)
- ❖ Journey. Natalie's question: why is that people experiencing sadness all embark on these epic journeys?
- ❖ Junho's question: What is the purpose of the journey?
- ❖ Asha's observation: a visible space break between the first and second sentence in a line, resembling a path that can be followed down to the end of the poem. insinuating the structure of the poem resembles a journey, with the shifting of perspectives and emotions, and all the narrative and psychological twists and turns, when we as readers navigate through the poem, we are in a way reliving Qu Yuan's journey.
- ❖ Throughout the poem, who are Qu Yuan's enemies? What are the people/things that he is struggling with? court enemies, time. The character Qu Yuan, serves for centuries as a model scholar-official: cultivated, pure, accomplished, loyal, but vulnerable to the slanders and attacks of venal contemporaries at court, as well as to the fleeting of time. Political frustration, worry for the state and the people, is combined with and complicated by this personal existential anxiety.

4. The Nine Songs

- ❖ How were they taught in your high school? (Refer to Cheryl and Tang Ling's response papers)
- ❖ Tian's question: what's the relationship between the Lady of Xiang and the Lord of Xiang?
- ❖ Who's the speaker? Is there a unifying voice? Why do you think so? (Sam: reads like a man lamenting over an unrequited love.)

5. The Kindom's Death:

- ❖ Bri makes an argument of the archetypical message in the poem. The romanticization of warfare. How to interpret "our bodies are dead, our souls are now gods"?

6. Man-god relationships

Geographical characteristics of Chu: rich and exotic descriptive passages, plants, animals, rituals that are characteristic of the Chu region; how mythology and supernaturalism is also an essential part of this regional culture. The reader is transported the realm of mediums, wandering souls, extraterrestrial journeys, Daoist/folk deities, and spirit landscapes. It becomes part of the unique charm of Chuci that later poets try to emulate.

- ❖ Margaux's question: men-god relationship? (shaman) Natalie: Do we see a dichotomy between the will of the people and the will of the gods.
- ❖ How is time imagined and represented in these poems?

Time is stretched, collapsed, doubled, struggled against, and opened out. Journeys are quest journeys, where the speaker, the persona of the poem seeks and reaches a definite goal, or they are quests without end or resolution.

Discussion Session on Tang *chuanqi* Tales

OVERVIEW OF KEY ISSUES

- Close reading of three Tang tales: “Ren’s Story”, “Huo Xiaoyu’s Story”, and “Yingying’s Story”
- Discussion and mini debates on characterizations of protagonists, selective themes and images.

1. *Renshi zhuan* 任氏傳 (“Ren’s Story”, Owen 518-526), by Shen Jiji 沈既濟 (fl. 800)

Combining erotic encounter with the supernatural.

Starts: “was a woman of the werewolf.” 任氏女妖也。 Wei Yin, local governor, ident as maternal grandson of Prince of Xin'an. Related to Zheng, who had practiced martial arts and loved wine and women. Poor, Zheng lived on wife's family. Sees and falls in love with rare beauty in white. She invites him in and they spend the night. *Hu* seller of pastries tells him place was fox den (外人知真實). Later he finds her, she tries to flee, embarrassed that he “knows” her identity. He vows love; she reveals that others of foxes in mortal world. He sets her up in a house with friend Wei Yin's furniture.

Wei Yin spies them out, tries to rape Ren; she shames him: Zheng so poor, lives on Wei: “How can he be a real man! (521, bottom) 豈丈夫哉。 They become friends, but no sex. Ren supplies him with women, one 16 yr old he gets pregnant. She sets him up with horse scam involving corruption in Imperial Stud (524). She does not sew. When Zheng posted away, she refuses to go. Zheng and Wei insist, and she reluctantly goes, predicting her death. When dog attacks *at Ma-wei courier station* 陝西馬嵬驛 [yi4], she drops out of clothing and flees, but dog caught and killed her. Later Zheng explained to Wei that she was not human. Wei goes to Mawei, digs her body up to look.

Author Shen Jiji (fl. 800) had known Wei, who later became Palace Censor. Final comment: “I am struck that such humanity could be found in the feelings of a creature so alien.” 異物之情也有人焉。 Did not compromise her principles, eg., devotion to Zheng, although “not a perceptive [refined] man, merely attracted by her beauty” 非精人。徒悅其色而不徵其情性。 Told to named friends on specific journey (781), written down at their insistence.

❖ Questions about characters:

- Relationship between two men, Wei and Zheng (Zheng as Minghuang, “poor” as lover)
- Relationship between Ms. Ren and the two men (Wei as An Lushan, “rich in verility”)
- What “**faith**” was kept: Ren to Zheng, Ren to Wei, Wei to Zheng? (dog as soldiers)
- What sort of man is Zheng? (how is his character developed here?)
- What does it mean that this **faithful woman is a fox**? (Marginality of lower class woman, “prey” to upper class males, regardless of wealth or position.)

-What do we make of the final section, the “author's aside” ?

- ❖ **Debate:** is this a story to portray women favorably or not. (takes a marginal one to be faithful? Was it self-preservation or devotion to Zheng that prompted her to stop the rape?)

2. *Huo Xiaoyu zhuan* 霍小玉傳 ("Huo Xiao-yu's Story," Owen, 531-540), by Jiang Fang 蔣防

Li Yi 李益 during Dali (766-779), like Renshi, of old Qin/Chang'an area, to west of capital. There to take exams, sought "a fair companion" but no one of the courtesans suitable. He pays best of matchmakers, Bao Shiyiniang, who brings him Xiaoyu, daughter of a prince and a maid in his household, she paid off and dismissed by family after Prince died. Has "voluptuous figure, noble sentiments, independent manner" 姿質穠艷，一生未見，高情逸態，事事過人。Well educated. He was anxious, bathes, grooms self, then gets apprehensive after entering her household. (533) Put at ease by her mother, who intro him to Xiaoyu by reciting a couplet from his poem that Xiaoyu likes. She responds with giggle: "how could a man of talent be wanting in looks to match?" 才子豈能無貌？ She winsome, and sex delightful, but she seized with worries that will be cast aside. He vows love, they live together for two years.

After passes the high exam, he is posted outside capital. At leavetaking Xiaoyu knows that he will be forced to marry for family connections. She asks for the next eight years, after which he may marry and she will become a nun.

At home, mother has arranged marriage to Ms. Lu; Mom unbending, Li Yi wavered, not able to refuse. He travelled to raise money for proper wedding gifts, misses return date, won't let friends tell Xiaoyu of his marriage. After a year of waiting, Xiaoyu falls ill. (536) When Li finally revisits capital, stays with cousin Cui who tells whole story to Xiaoyu. But "in shame" Li Yi "hardened his heart" and did not go to her. Others know of it, feel compassion for her, outrage at him. One rebukes him. But a "one of those bold-hearted and impetuous fellows" 豪士 vigilante, 替天行道, takes him to her. (After propitious dream, which mother interprets to mean separation and death, 539). Pours wine on ground, to symbolize her fate and his faithlessness. Vows after death to become a vengeful ghost "and allow you no peace with your wives and concubines for the rest of your days." Grabs his arm, cries out, and dies (538). Her ghost returns, moved by his profound mourning.

Month later, married to Ms. Lu; visions, etc. suggest her infidelity. Beats her and divorces her. Thereafter jealous and suspicious of all women he slept with, killed some. Paranoid, sealed up wives when went out. Married three times, all ended the same.

❖ **Questions about characters:**

-Li Yi: Faithless? Obsessed with guilt? Bewitched (by of fox fairies, etc.)?

-Xiaoyu: Noble of spirit? Loving? Passionate to fatal extreme? Obsessed?

- ❖ **Debate:** Is Li Yi a victim, or victimizer (a low down dirty varmint)? Is there love here, or just passion? Compared to Tang Minghuang and Yang Guifei? Is he an exploiter or a victim of family obligation?

Note that Li Yi chooses all later women (contrast Xiaoyu's choice of him), who might not have chosen him, if they had free choice.

Note how often the story is told within the story—for emotional effect.

Note both financially independent, contra Ren.

3. *Yingying zhuan* 鶯鶯傳 ("Ying-ying's Story," or *Huizhen ji* 會真記), by Yuan Zhen 元稹 (775-831)

Zhang Sheng 張生 in Zhenyuan (785-831) by age 23 never intimate with a woman, but claims has not yet met with "passionate desire". Travelling, stays at monastery, meets widowed Madame Cui, who turned out to be aunt to Zhang 異派之從母. Zhang arranged local guard to protect her during riot, she banquets him, introduces her children to him as elder brother 仁兄禮奉見。Yingying not want to meet him, is 17 (16). Zhang smitten, expresses it to Hongniang, who appalled. Later she suggests he ask for her in marriage; *Zhang too impatient*. Hongniang suggests seduction by poetry. Her response suggests waiting for her in garden. She "used those frivolous and coy verses to make you come here" so she could rebuke him for "lecherousness".

Then later she shows up in his bedroom (544)—when **she chooses**. After ten nights, he composes "Meeting the Holy One" 會真 thereafter they sleep together regularly. She asks him to 'regularize' the relationship; he does not. Travels, returns to constant togetherness. But regularly melancholic, refuses to play for him. At leave taking, she accepts being seduced and abandoned 始亂之。終棄之。固其宜矣。愚不敢恨。 Plays part of "Coats of Feathers, Rainbow Skirts," 霓裳羽衣 wildly, then leaves for mother's room. *To compare herself with Guifei's loss, love=life?*

Year later, he writes, her response here: Grateful for his concern, but stricken with loneliness. Erotic dreams only make her sadder. Regrets "folly of my passion" and shame that now cannot "serve you openly as a wife". (Letter from Yingying both "delight in formal eloquence" and "woman driven to distraction" "model wife" versus "both desperate and enraged" [Owen, 540]) He showed it to friends, one wrote lyric.

Yuan Zhen "completes" Zhang's "Meeting the Holy One", with details of intimate encounter, passionate engagement, in references to Nine Songs, Song Yu, etc. Zhang defends himself by citing men ruined by passionate attachment to women, especially "bewitching beauties" 尤物. Later she marries, refuses to see him when visits as cousin, but sends him poems. Most agree Zhang "someone who knew how to amend his errors." At end reveals her name.

Owen 540: "chilling" that might be autobiographical and author could not see "the shabbiness of his actions." *Who has the problem here?*

Lesson Plan for The Literature of Early and Imperial China

- ❖ **Debate:** Is this a didactic story? Is Zhang a fool? Is Yingying a fool? Is there any justification for either? What is the role of the maid Hongniang?
- ❖ **Debate:** Is nothing "unsullied" in this story, as Owen maintains (540)? Zhang, Yingying, Tang images of love or Confucian virtues, poetry and prose as well, social virtues "conveniently deployed for private motives"
- ❖ How is the story structured to make it difficult/problematic to answer these questions?
- ❖ How is it different from "Xiao-yu's Story" in this effect? Note pregnant **silences in the text**, such as what Zhang did after he left her: did he marry? Happily? Or why she came to him after a rebuke? Why did she rebuke him? Why did she cave in?
- ❖ Please read all three stories carefully again and think about the characterization of the main protagonists. In particular, think about the question of motivation. Why does he/she do what he/she does? Does someone's behavior make sense to you all the way through? What does the narrator think of the hero/heroine in the story? What should we think of them?
- ❖ Do you think these stories can be read as representations of reality? What, do you think, might have contributed to the long-lasting appeal/popularity of these tales, despite their lack of a happy ending?

Discussion Session on Yuan Variety Plays

OVERVIEW OF KEY ISSUES

- Reiterate the formal characteristics and literary significance of Yuan variety plays
- Close reading of “Rescuing One of the Girls” and “Snow in Midsummer”
- Discussion of characters and themes based on questions raised in students’ response papers.

1. Yuan Variety Plays

- A four-act poetic-musical form that originated in North China during mid 13th century at end of Jin (1115-1234) and beginning of Yuan (1271-1368) periods;
- Popular among broad audiences, commercially successful.
- Narrative molded to fit the musical structure comprised of popular melodies arranged in modal sequences.
- String and woodwind accompaniment.
- Some traditional stories, motifs.
- Performed by small professional traveling troupes.

2. *Jiu fengchen* 救風塵 (Rescuing One of the Girls)

Act 1: Zhengdan Zhao Pan'er 趙盼兒, singsong girl, best friend of Song Yinzhang 宋引章 外旦. Song to marry Zhou She 周舍/蛇, wealthy merchant, rather than An Xiushi 安秀實, a scholar who loves her; mother also opposes Song marrying Zhou She. An asks Zhao to talk her out of it. Zhao claims Zhou She makes false pretenses of affection, predicts he will beat Song and desert her. On way to wedding, Song predicts will be beaten (p. 753)

Act 2: Zhou She finds Song doing naked somersaults in wedding palanquin [making a fool of herself?], refuses to mend quilt; Zhou threatens to beat her. Song repents, sends letter to Zhao Pan'er to beg rescue. Song's mother reminds her to oath of sisterhood with Song Yinzhang. Zhao sings of own longing to be married. Suggests plot to get Zhou She to sign divorce papers. (758)

Act 3: Zhou She gets innkeeper to look out for fine women for him. Zhao Pan'er dresses sexily, soliloquy on "the ways of a whore." (760-61) Zhou She tries to remember where he saw her, then remembers; Zhao says came with trousseau to marry him. Song Yinzhang confronts them in inn; he to beat her to death. Zhao teases him; aside "Just watch me, little sister, see/one sweet-talking whore/save a girl of the streets." (764) Zhao swears to marry him, supplies all the needed symbols: wine, meat, and red ribbon.

Act 4: Zhou She to write divorce papers; Song Yinzhang opposes to test him. When Zhou gets back to inn, Zhao gone; runs away with Song Yinzhang. Zhou tries to claim both by tearing up divorce papers, claiming marriage ritual. Zhao "I was stringing you along,/I make my living/by

taking such oaths and vows." (767) Zhou drags them to magistrate 外扮孤 Li Gongbi. Zhao produces divorce papers, has An Xiushi claim Zhou abducts his fiancé.

- ❖ Who is the “rescuer” in this story? Does that surprise you?
- ❖ Charlie’s question: Zhao is “an unlike heroine: in giving her extensive agency, Guan hanqin completes his inversion of the classical love story.” What sort of person is Zhao Pan’er? How do you understand the bond formed between the two female characters, Pan'er and Yin-zhang, and its significance? What are the motivations behind Pan'er's decision to save Yin-zhang? Does she really have her friend’s best interests in mind?
- ❖ Is prostitution equated with merchants? What’s the ethical difference? Compare Huo
- ❖ Xiaoyu (the courtesan-turned-ghost from last week's reading) and Zhao Pan'er. Do you see any similarities or differences in terms of the characterization of the two? Do you agree that the former represents an elite view of women while the latter appeals more to a popular taste?
- ❖ If these are “popular” values, how do they differ from “literati” values?
- ❖ Could this be a “popular” view of women? Exaggerated for entertainment?
- ❖ Are there tensions of values inherent in the statements/standards of the characters of the plays?
- ❖ Questions on **the portrayal of marriage and love**:
Sam’s observation: marriage is portrayed negatively, no honeymoon phrase, only the sweet romantic pre-marriage (faked), the cold, brutal post-marriage, violence and betrayal.
Jun Ho: “a man who’s a husband can’t act like a lover, and a man who’s a lover can’t act like a husband” (750).
Asha: the disillusionment of marriage, the author is critiquing marriage, and most of his critique still applies today. Do you agree?
- ❖ By extension, What is the view of human relationships? On what are they based? On what should they be based?
- ❖ What do you think of the ending?
Sam: the reader may wonder if Yin-zhang’s new marriage to scholar An will really result in a happy ending or if it simply begins the abusive cycle anew. The author did conform to the happy ending convention, but it’s so cleverly done that you have to take this happy ending with a grain of salt.

2. *Dou E Yuan* 窦娥冤 ("Snow in Midsummer")

Prologue: Poor scholar Dou gives daughter Duanyun to Mistress Cai to pay off his debt (5 oz. plus interest became 10 oz., and he needs travel money to the capital for the exams)

Act 1: Doctor Lu: owes Cai 20 oz.; Cai explains 13 years since she got Duanyun, whom she renamed Dou E, but her son died 3 yrs ago so E a widow. Lu leads Cai to countryside, tries to strangle her, but Zhang and son Donkey save her, to take both as wives. Cai agrees to save her

life. Dou E sings of wretched life. When Cai tells her she will remarry, Dou chides her for her supposed desires at her age. Cai suggests Dou marry, too, but Dou refuses adamantly.

Act 2. Donkey to buy some poison from Doctor Lu's drug shop, threatens to accuse him of attempted murder, so Lu sells it to him. (Lu then flees.) Zhang upset that Cai is ill; she asks for sheep tripe soup 羊肚兒湯. Dou E sings of Cai's faithlessness as widow. Donkey poisons the soup. Zhang gives Cai the soup but she insists that he try it, dies. Dou E sings that Cai should not mourn; refuses to marry Donkey to quiet his claims that she poisoned his father; otherwise he will charge her with murder. She refuses, he takes her to court.

外扮監斬官 Prefect kneels to Dou E and Donkey in slapstick; she beaten but refuses to confess until Prefect threatens to beat Cai.

Act 3. On way to execution sees Cai, Dou begs her to sacrifice to her spirit, tells her of mistaken murder by Donkey. Dou begs executioner for white streamer from flagpole to catch her innocent blood, predicts three feet of snow to cover her body, followed by three years of drought. Prefect realizes it was injustice when snow starts to fall.

Act 4. Dou Tianzhang returns after 13 years, can't find Cai. Investigating why this area has had no rain for three years. Sees Dou E's case, thinks just clansman. Dreams; Dou E 魂旦 comes to visit him, he sees her, wakes up. E repeatedly rearranges pile of files, causes lamp to flicker, Tianzhang frightened, so she appears to him. Tianzhang accuses her of dire crimes shie bushe 十惡不赦, to hold her off. E reiterates narrative 好馬不革+備雙鞍, 烈女不更二夫 and her vows to demonstrate her innocence. Dou convenes court, summons current Magistrate, tells of historical precedent. Summons Donkey, et al., Dou E's ghost threatens him; Donkey agrees to confess if they catch drug seller. Dou confronts this "Doctor Lu" who confesses. Ghost asks father to look after Cai. Donkey is sentenced 合擬凌遲。押付市曹中。釘上木驢。剛一百二十刀處死。

- ❖ Who is responsible for the death of old Zhang?
- ❖ What are we to make of the Zhangs' plot to "marry" the two women? What is "marriage" in these plays? 羊=養, 酒=久
- ❖ The role of commercial exchange in causation of human action. Is Dou's father justified in "selling" her in order to get to the examinations? What does she become to woman Cai?
- ❖ What are woman Cai's morals? How does the play encode them morally?
- ❖ Is there a moral message in this play?
- ❖ How are we to understand the "miracles" surrounding Dou E's execution?
- ❖ What is "justice" among the "folk"?
- ❖ Are the morals here absolute or relative?

- ❖ Tian's question: what might be the motivations behind Guan's creation of these plays? What could be the possible reasons why he wrote these plays? Economic necessity for

Lesson Plan for The Literature of Early and Imperial China

scholars when administrative positions no longer available? A way to earn high income and status? An avenue for criticizing the Mongol rulers?

- ❖ What's the biggest appeal of these plays? What makes them interesting, effective as a story / as a play?

both straight, short - longer

| | | | | | | | |
|---|---|---|---|---|---------------|----|----|
| 菜 | 劝 | 菜 | 劝 | 菜 | 挺 | 挺 | 挺 |
| 喝 | 醉 | 醉 | 醉 | 醉 | 套 | 套 | 套 |
| 要 | 紧 | 要 | 紧 | 紧 | 禾中 | 禾中 | 禾中 |
| 送 | 敬 | 敬 | 敬 | 敬 | | | |
| 干 | 杯 | 干 | 杯 | 杯 | 很重要的词: 是的! | | |
| 类 | 似 | 类 | 似 | 类 | | | |
| 重 | 重 | 复 | 复 | 复 | | | |
| 碰 | 到 | 碰 | 到 | 到 | | | |
| 抱 | 歉 | 抱 | 歉 | 歉 | | | |
| 招 | 待 | 招 | 待 | 待 | | | |
| 手 | 艺 | 手 | 艺 | 艺 | | | |

么好
物很
动物

Weekend Paragraph

① endangered species

Do you enjoy the zoo? Tell us what attracts you to the zoo.
Many people go to the Beijing Zoo to see the giant panda
which is on the brink of extinction. How can we save
those animals from extinction? Is putting animals in a zoo the
best way to protect them? What do you think the
zoo is supposed to offer to us? (p. 152)

15 我很年轻的时候, 我爱跟我的父母去
30 动物园。我喜欢看很可爱的动物。我也
40 喜欢吃很油的饭和买东西。现在我喜欢
60 去动物园因为我觉得环境的教育
70 特别重要。由于动物园的关系, 我们的孩子能学习
90 濒危物种。他们最好想保护这个环境。
107 我们得赶紧, 因为我想我的后人能看到
112 当地的动物。
保护环境 愿意 后人
or 下一代
next generation

你现在还很年轻! You're still very young!

很油的食物 greasy food.

赶紧: adv. 赶紧 + do sth.

写得很好!

我父母住在旧金山的时候,我很少坐火车。可是因为上个夏天他们搬到了西雅图,所以我现在往往坐火车回家。和城际巴士比起来,坐火车舒服很多,而且有的时候交通真的糟糕,所以火车也可以比较快。✓

有一次我坐火车的时候,我旁边的乘客是中国人。他看到了我做我的中文课作业,想知道为什么我想学中文,因为他认为对外国人学中文太难了。我告诉他他是错的,但我不知道。来说 ✱

3. { completion of an action.
new situation, indicating a change. used at the end.

写得非常好!

我的秋假很无聊,我没有^做任何有趣的东西. 我在一个跆拳道学校工作,可是我不是真的喜欢跆拳道,我只是花了太多时间学跆拳道,还有,我有可能会当老师,所以我觉得我^应该一面^{练习}用我学的东西,一面学怎么交小孩. 除了工作以外,我只^{做了}一个有趣的事-我要跟我的朋友玩D&D. 可是第一次要玩的时候,我不小心睡过头了. 第二次,我忘记了^玩一个朋友不能来玩. 所以我没有^玩,又没有做我的功课,又不喜欢我的工作:(

好可怜!

写得很好! 注意听起来一样的

Anthropology 4033
Culture, Illness and Healing in Asia

ILLNESS NARRATIVE PRACTICE INTERVIEW WRITE-UP
TA EVALUATION: WEI LI
{excerpt from WEI Li's assessment of student papers}

| Student Name:] | |
|--|---|
| Description of Illness Experience | (√+) Quotes were well-chosen and many interesting details of the interviewee's struggle were included. |
| Contextualization | (√) The author made a clear effort to contextualize the interviewee's experience, bringing her age, religion, ethnicity, and family into the discussion. But there needs to be more clarification and less generalization: exactly what body-related topics were rarely discussed between South Asian mothers and daughters? The interviewee's mother did address her hairiness. What "cultural/religious background" propelled or prevented her to look at adoption and surrogacy? |
| Characterization | (√) The overall portrayal of the interviewee was sensitive and nuanced. |
| Quality of Writing (Organization & Style) | (√-) I believe a rearrangement of materials and working on the logic between sentences could help to improve its quality significantly. For example, the fourth paragraph begins with a very promising point on the interviewee's future family life which wasn't followed through, but was picked up in the last paragraph after a few unrelated points were made. |
| Grade | B+/A- |

| Student Name:] | |
|--|---|
| Description of Illness Experience | (√+) Paid special attention to interview techniques and how the interviewee "weaved" the narrative together. Good balance of quotes and paraphrase. A unique perspective, offered insights on experiences as direct and indirect support systems for a terminal cancer patient. |
| Contextualization | (√) The friendship and Jenny's struggle as a daughter, an international student, and a high school senior, are well-contextualized. Since it's primarily Mary's narrative, would be nice to include more information about her. |
| Characterization | (√) Portrayals of both characters are sensitive and nuanced. |
| Quality of Writing (Organization & Style) | (√) Clear and easy to follow, well-organized. |
| Grade | A- |

Anthropology 4033
Culture, Illness and Healing in Asia

| Student Name: () | |
|--|--|
| Description of Illness Experience | (√+) An exceptionally well-developed narrative of Devika's mono experience with three stages and final reflections. Quotes were well-chosen and balanced with paraphrases. Good attention paid to the interviewee's thoughts and feelings. |
| Contextualization | (√) Devika's struggle with school work and social life was well-contextualized. Would be nice to hear more about her relationship with parents and why she was against the idea of getting professional insights from them. |
| Characterization | (√+) Offered a nuanced and well-developed portrayal of the interviewee. |
| Quality of Writing (Organization & Style) | (√+) Exceptionally well-written. |
| Grade | A |

| Student Name: I | |
|--|--|
| Description of Illness Experience | (√) Detailed explanation of the family's attempts at various treatments. Would be nice to know more about how the patient construes her own suffering. |
| Contextualization | (√) Contextualization was thoughtful and well-rounded, included discussions of how geographical separation, language and education barriers contributed to the difficulties of providing support for the patient. Would be nice to know how old age, cultural differences, the family's economic condition, etc., played a role in this. |
| Characterization | (√) The portrayal of Gina as a concerning family member was sensitive and nuanced. More personal details could be included to make her and her grandmother both fuller characters. |
| Quality of Writing (Organization & Style) | (√-) The narrative alternates between past treatments and current situation, and between various people's perspectives. A rearrangement of materials may give it a better flow. There are a few run-on sentences. |
| Grade | B+ |