## Language Vlb: Classical Chinese

**2015/2016**

**Code: 101559**  
ECTS Credits: 6

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2500244 East Asian Studies</td>
<td>OB</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

### Contact

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Email: AnneHelene.Suarez@uab.cat

### Prerequisites

The student must have previous knowledge of modern Chinese language, particularly concerning writing and syntax. Understand written texts on everyday topics. (MCRE - FTI A2.2.) Produce written texts on everyday topics. (MCRE - FTI A2.2.)

Understand information from short oral texts. (MCRE - FTI A1.2.)

Produce short and simple oral texts. (MCRE - FTI A1.2.)

### Objectives and Contextualisation

The function of Xinès VIB: Xinès Clàssic is to provide students the basic knowledge of classical Chinese Language Studies. It is not a language intended for oral communication, but reserved the written since the beginning of Chinese writing. Knowledge of Fonètica structures morphologically, semantics, gender and discourse in classical Chinese Language Studies.

At the same time, Xinès VIB: Xinès Clàssic is designed to provide students with important knowledge to enhance their understanding and use of classical Chinese language in socio-historical-cultural character. They can be extremely useful for understanding many of the cultures of East Asia. At the same time, Xinès VIB: Xinès Clàssic is designed to provide students with important knowledge to enhance their understanding and use of classical Chinese language in socio-historical-cultural character. They can be extremely useful for understanding many of the cultures of East Asia.

### Skills

- Applying knowledge about social relations, protocol and negotiations in the decision making processes in order to understand and effectively communicate in a working language of East Asia.
- Applying linguistic, cultural and topic-based knowledge in order to understand the languages of East Asia and in order to communicate orally and in writing in these languages.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Knowing and comprehending the phonetic, morphological, lexical, syntactic, semantic and pragmatic structures of the languages of East Asia.
- Knowing and comprehending the principles of the linguistic variation in the languages of East Asia.

### Learning outcomes
1. Applying knowledge about social relations, protocol and negotiations in the decision making processes in order to understand and effectively communicate in a working language of East Asia.
2. Applying linguistic, cultural and topic-based knowledge in order to understand the languages of East Asia and in order to communicate orally and in writing in these languages.
3. Demonstrating knowledge about classical Chinese.
5. Ensuring the quality of one's own work.
6. Knowing and comprehending the phonetic, morphological, lexical, syntactic, semantic and pragmatic structures of the languages of East Asia.

Content

- Basic Knowledge about Chinese writing and Chinese classical language.
- Writing conventions, lexical, morphosyntactic and textual differences.
- Cultural, social and historical knowledge, helpful in learning classical Chinese.

Methodology

We will work from original texts from Chinese literature: stories and fragments of history texts and thought of the I century B.C., or poetic texts of the VI centuries X, or novelistic test of the VIII centuries XVI, to cover on records and styles.

Students will have the text in advance and must prepare on their own so that, in class, can read aloud and easily locate the part that is under study. This step is essential for the proper monitoring of assignatura.

In class, the text sentence by sentence will be analyzed, highlighting the most important and common, illustrating them with examples syntactic and grammatical aspects, will discuss the main difficulties arise, rendering options, etc.

The student must take notes of all these issues addressed in classe, as well as the usual vocabulary, since all known will by addressing the following texts: the student will participate in the analysis of them.

Once worked the text, the student must translate on their own to the date indicated by the teacher. Also you must be able to solve the problems arisen in class and to propose solutions to them. The students actively participate in the work of analysis and understanding of the text and the commentary of translations.

The prior preparation of the texts and translating them once worked in class, must be for the dates indicated. In any case delays or alternative exercises they are accepted.

Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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<tbody>
<tr>
<td>Type: Directed</td>
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<td></td>
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<tr>
<td>Analysis of texts in foreign languages</td>
<td>18.5</td>
<td>0.74</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Comprehensive and analytical reading of texts in foreign language</td>
<td>19</td>
<td>0.76</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Type: Supervised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual or group translation of texts in foreign language</td>
<td>18.5</td>
<td>0.74</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Problem solving and controlled exercises translation</td>
<td>13.5</td>
<td>0.54</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Type: Autonomous</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Documentation search</td>
<td>17.5</td>
<td>0.7</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Expansion of knowledge</td>
<td>15</td>
<td>0.6</td>
<td>1, 2, 3</td>
</tr>
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</table>
Evaluation

The evaluation will be in two parts:

A (40%) the form made in class activities. Assistance, the prior preparation of the
The other constitute two tests: a written, translation and vocabulary and syntax ex
The review of the evidence will be in the opening hours of the teacher, in his offi
Shall be deemed not submitted those who do not make at least the assessment tests e
In some special cases where the student has done a good tracking assignatura but ob
In all other cases there is no recovery test.

Evaluation activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Classroom activities (attendance, reading, participation,</td>
<td>40</td>
<td>1</td>
<td>0.04</td>
<td>1, 2, 6, 3, 4, 5</td>
</tr>
<tr>
<td>translation, analysis)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Oral test</td>
<td>25</td>
<td>1</td>
<td>0.04</td>
<td>1, 2, 3</td>
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<tr>
<td>Written test</td>
<td>35</td>
<td>1</td>
<td>0.04</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

Bibliography

Chen Qiyou: Hanfeizi jishi, Shanghai, Renmin chubanshe.


Anne-Hélène Suárez Girard: *A punto de partir. 100 poemas de Li Bai*, Pre-Textos, Valencia 2005.


**Diccionarios**


