



**Utah Bridge Program**  
**Chinese 3117: Chinese Legacies: Tradition and Modernity**  
**华夏文明的轨迹：从古代到现代的传承与创新**  
**Course Disclosure and Syllabus in 2023-2024**

## **Instructors**

## **Course Description**

This course explores the impact of traditional Chinese legacy on modern Chinese cultural identity formation and transformation. Students will have opportunities to use the knowledge learned in the course to interpret and negotiate various challenges and issues they confront in their interaction with the Chinese language and culture. By the end of the course, students will be able to listen to, read, and discuss familiar topics and some concrete social, academic, and professional topics. Students can utilize interpretive communication skills (listening and reading) to converse freely, in a detailed and organized manner, about themselves and their experiences and share their points of view in discussing complex cultural and contemporary issues. They will be able to convey in writing their understanding and have a partial ability to write a narrative description and summary of the matters in question.

## **Proficiency Goals**

By the end of this course, students will be able to listen to, read, and discuss familiar topics as well as some concrete social, academic, and professional topics in Chinese culture. Students will utilize interpretive communication skills (listening and reading) in order to converse freely about themselves, speak with some detail in an organized way about events and experiences, and share their point of view in discussions on some complex cultural and historical issues. Students will be able to write to convey personal meaning and have partial ability to write narratives, descriptions, and summaries.

As one of the three-year Bridge curriculums, students' proficiency targets are expected to progress over a three-year time frame (10<sup>th</sup>-12<sup>th</sup> grades). Please refers to the following link for more information:

<http://www.utahchinesedli.org/wp-content/uploads/2021/11/Proficiency-Targets-for-Use-in-2021-2022.pdf>

## **Learning Outcomes/Objectives:** Students will

1. Identify and describe Chinese legacies, including human geographies, education & civil service, artistic expression & literature, and science & technologies.
2. Narrate and describe the progression of those Chinese legacies from ancient times to the present, including ways that legacy from the ancient world impacts modern life.
3. Summarize, compare, and contrast traditional and modern Chinese identities introduced in the course, including the cultural comparison of the target culture and students' home cultures and identities.
4. Select a contemporary global issue and apply learning to propose solutions to solve modern challenges.

## **Utah Concurrent Enrollment - State Disclosure Items**

1. Concurrent Enrollment (CE) provides an option for prepared high school students to take courses that **earn both high school and college credit.**
2. **CE courses are college courses. College course(s) require rigorous academic work. Course content may include controversial cultural, religious, political, aesthetic and human sexuality issues. Students must have the maturity to engage with the material in an academically appropriate manner and the organization and time management skills to meet deadlines and complete more rigorous and demanding work than is required in high school. Students must also meet all college prerequisite requirements before enrolling in a CE course.**
3. Students may attempt up to 3.0 CE credits per year and may not repeat a CE course.
4. **CE course registrations and grades are recorded on permanent high school and college transcripts.** Transcripts will be used to evaluate eligibility for scholarships and financial aid and for admission to certain academic programs.
5. **If a student drops or withdraws from a course at the high school, s/he must also drop or withdraw from the course at the college. Failure to do so may result in a failing grade on the college transcript.**
6. **CE credit earned shall be transferable from one Utah public institute (college or university) to another.** Students should seek advice from a higher education academic advisor to make course choices that meet their educational goals and transfer as equivalent credit.
7. CE students must abide by the college **Student Code of Conduct** as well as the high school Student Code of Conduct.
8. Students must contact the college CE administrator to request any accommodations that may be required under the **Americans with Disabilities Act** and Section 504 of the Rehabilitation Act.

### University of Utah General Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the **Center for Disability Services, 162 Olpin Union Building, 801-581-5020.** CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
2. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to 801-581-8365 or [oeo@utah.edu](mailto:oeo@utah.edu), the Office of Equal Opportunity, Affirmative Action, and Title IX, 383 South University Street, Level 1 OEO Suite, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
3. **Safety Statement.** "The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu)."

4. **Diversity & Equity Statement.** The Department of World Languages and Cultures values students from diverse backgrounds and perspectives. We fully endorse university policies prohibiting sexual harassment as well as discrimination on the basis of race, ethnicity, immigration status, color, disability, religion, age, sex, gender identity, sexual orientation, and/or socio-economic status. It is our intent that the diversity that students bring to this class be viewed as a resource, strength and benefit. To that end, we expect that all students treat each other with dignity and respect.
5. **Drop/Add Policy** - To earn the Bridge course credit, you must register through the following link: <https://l2trec.utah.edu/bridge-program/uuregistration/> by one week after the first day of your class (August 30, 2022). The last day to drop is Friday, January 20, 2023, and the last day to withdraw is Friday, March 3, 2023.
6. **Student Code** - Policy 6-400 (<https://regulations.utah.edu/academics/6-400.php>)
  - a) **Section III - Student Behavior** - disruption, harassment, etc.
  - b) **Section IV - Student Academic Performance** - cheating, plagiarism, etc.
7. **Accommodation Policy:** (<https://academic-affairs.utah.edu/wp-content/uploads/sites/18/2015/03/accommodations-policy-background.pdf>)
  - a) **Attendance:** students who must be absent from class for University activities or religious obligations are permitted to make up assignments and examinations.
  - b) **Content:** modifications of otherwise applicable reading, writing, viewing, or performing requirements – are subject to the discretion of the instructor; instructors may deny accommodation requests as long as the subject course requirement has a reasonable relationship to a legitimate pedagogical goal. Instructors may grant content accommodation requests after considering the difficulty of administering an accommodation; the burden on the student's sincerely held beliefs; the importance of the particular requirement to the course; and only if there is a reasonable alternative means of satisfying the curricular objective. Under the policy, students are required to make content accommodation requests during the first two weeks of the semester unless the student could not have known of the conflict during that time. Denial of a content accommodation request may be appealed to the Dean who will only overturn an instructor's decision if it was arbitrary and capricious.

## Course Policies

### Course Expectations

- Use 100% Chinese in class, unless otherwise arranged.
- Students are encouraged to engage with Chinese language and culture beyond the classroom, e.g., listening to Chinese music, watching Chinese TV shows and movies, reading Chinese news, etc.
- **REQUIRED MATERIALS: Students must bring their Chinese notebook, printed reading texts (will be provided by the instructors), required stationery (i.e., pen & highlighter), and Chromebooks charged and ready to go every day.**
- Due to the nature of the class (college-level course), doing **homework** is not only **necessary** but also **critical** to a student's success in learning Chinese. Students are expected to finish all homework and assignments in the timely fashion to be ready to participate in subsequent lessons and be prepared for future assessments.
- If one misses a class, it is the student's responsibility for learning what was covered during the absence, as well as finding the required assignments to be turned in the next classes.
- Instructors will post all course-related information such as syllabus, schedule, projects, due dates, updates, etc. on the University of Utah Canvas course. Please make sure to check Canvas for such

course-related information and make sure you become familiar with this system in the first two weeks of school.

All students are required to check their grades on **Gradebook** regularly. Both instructors want you to succeed! If you need extra help, please ask and do not hesitate to make an appointment with or email instructors about your concerns.

### ***Attendance and Tardy Policy***

- Consistent, punctual attendance and active participation are expected.
- Any excused absence (e.g., school sponsored sports and other activities) must be communicated with the instructors **via email *beforehand***.
- Students must adhere to the attendance policies as outlined by **XXX High School and XXX School District**.
- Whenever a virtual meeting is scheduled, students are expected to be present on time, and must turn on the video camera. Attendance policy applies.

### ***Electronic Device (Cell Phone) Policy***

- The use of cell phones during class is **prohibited**, unless otherwise arranged.
- Any student violating this policy will have the device to be placed in the designated area.

### ***Late Work and Make Up Policy***

- Course work must be turned in on time. Assignments are due at the beginning of the class period on the assignment due date.
- Late work will only be accepted for credit up until the end of the unit. Once the unit has finished, it will no longer be possible to make up that work.

Please do note that we, the teaching team, want to help you to be successful. Thus, you are welcome to make revisions or submit additional drafts for feedback, if applicable.

- Any exceptions to this policy must be arranged beforehand (e.g., with excused absence).
- Make-up quizzes/assignments must be completed within a week upon a student's return to class.

### ***Academic Honesty and Plagiarism***

- Students are encouraged to collaborate on assignments and to get feedback from peers. There are group projects. But the final submission should be individual students' OWN work.
- A complete description of cheating and plagiarism can be found in the U of U Student Code - Policy 6-400 Section IV Student Academic Performance (<https://regulations.utah.edu/academics/6-400.php>).
- Plagiarism will result in failure on an assignment or in the course, depending on its severity. If it is reported to the Dean of Students, a permanent record is documented with the student file.
- Some examples of academic dishonesty and plagiarism include, but are not limited to, copying works from the internet and from classmates/friends, direct translation from translating websites or software, written other people's work, works written by tutors or others, etc.
- Within a reasonable limit, teachers reserve the right to question the students by giving additional tasks (e.g., oral discussion) to verify the authenticity or authorship of student work.

### ***Grading Criteria***

Chinese Bridge 3117 will be graded on the following areas:

### 1. Participation & Quizzes 30%

- Students are expected to be ready and active participants in all class learning activities. They are constantly and formatively assessed in the on-going class activities, including small group discussions, in-class tasks and assignments.
- Quizzes in oral and written forms will be given throughout the year.
- Students are encouraged to take risks in practicing Chinese and will not be penalized for trying or making errors. Instead, students will be rewarded for their earnest efforts to improve their Chinese communicative competence.

### 2. Class/Homework Assignments 40%

- Students are expected to complete all in-class and off-campus assignments on time.
- Grades on assignments are based on the **quality** of the work.
- Students are assessed communicatively and not based on specific grammar features or vocabulary in isolation, in the same way the course itself emphasizes communication in context.

### 3. Unit Performance Assessment (UPA) 30%

- At the end of each unit, there will be a unit-end UPA that comprehensively assesses students' communicative competence in three modes of communication. Students will be scaffolded throughout the quarter to complete all these unit-end tasks.
- Rubrics will be shared with students before the UPA grading

**Extra Credit is Not Available:** It is extremely important to keep current in the class and prepare for tests and other assignments. Grading will be based on demonstrated mastery of the concepts through homework, quizzes and tests.

### Grading Scale

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90- 92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	59% and below

### Course Syllabus at a Glance

#### 2023-24 CHIN 3117 Chinese Legacies: Tradition and Modernity

华夏文明的轨迹：从古代到现代的传承与创新

#### Course Index and Suggested Pacing Guide (based on 36 instructional weeks)

Main Unit and Topic	Subtopics	Main Readings	Suggested Pacing
Course Introduction	Orientation, Registration & introduction to the course		Week 1
Unit 1: Human geographies and migration 人文地理与移民轨迹	1-1 The Diversity of China's Natural and Human Geography 多姿多彩的中国	1-1 Reading: 多姿多彩的中国 1-1 All teaching resources	Week 2-4
	1-2 Early Chinese Immigrants to the US 美国早期的华裔移民	1-2 Reading: 美国早期的华裔移民 1-2 All teaching resources	Week 5-7

<b>Unit 1 Scope &amp; Sequence</b>	UPA 1: Write a Letter Home on Behalf of a Chinese Railroad Worker 为铁路华工写家书	UPA 1 Requirements: 为铁路华工写家书	Week 8-10 (Finish Unit 1 by the end of 1st term)
<b>Unit 2: Education and Human Development</b> 传统教育与人文发展  <b>Unit 2 Scope and Sequence</b>	2-1 High Parental Expectation 望子成龙	2-1 Reading: 望子成龙 2-1 All teaching resources	Week 11-13
	2-2 Interviews with Two Students 两位学生的访谈	2-2 Videos and Readings: 两位学生的访谈 2-2-1 访问林晞宇的视频与文字稿 2-2-2 访问孔约纳的视频与文字稿 2-2 All teaching resources	Week 14-16
	UPA 2: Socratic Seminar-Discussing the Education System in China/Taiwan and the US 苏格拉底讨论会	UPA 2 Socratic Seminar Requirements : 苏格拉底讨论会--比较中美教育制度的异同, 并讨论教育制度对个人、社会和国家发展的影响	Week 17-18 (Finish Unit 2 by the end of 2nd term)
<b>Unit 3 Artistic expression &amp; stories</b> 艺术表现与人文诉求  <b>Unit 3 Scope and Sequence</b>	3-1 Documentary and Chinese Education 纪录片: 请投我一票	3-1 纪录片: Please Vote for Me 请投我一票: <a href="https://www.youtube.com/watch?v=KD1QSX2hOnk">https://www.youtube.com/watch?v=KD1QSX2hOnk</a> 3-1 Reading Text: 课文《请投我一票》 3-1 All teaching resources	Week 19-21
	UPA 3: Interview with a First-generation Chinese Immigrant in the Community 采访一位住在美国的第一代华裔移民	UPA 3 Interview Requirements: 采访一位住在美国的第一代华裔移民	Week 22-24 (Finish Unit 3 by the end of February)
<b>Unit 4 Science &amp; Technologies</b> 传统文化与现代科技  <b>Unit 4 Scope and Sequence</b>	4-1 Chinese Medical Practices in the Modern World 中医药与世界医学发展	4-1 Reading: 当中医药遇上西方医学 4-1 All teaching resources	Week 25-28
	4-2 Continuation of Cultural Values with Technology 科技与传统价值的传承	4-2 Reading: 传统文化价值与现代科技发展 - 寻找新的平衡 4-2 All teaching resources	Week 29-32
	UPA 4 My Creativity is Worthy of Your Investment! 我的创意值得您的投资!	UPA 4 Requirements: 我的创意值得您的投资! 桥梁创投基金“传统价值与现代科技之融合”创意提案竞赛	Week 33-36

**Student and Parent/Guardian Signature Form**  
**(Please turn in the signed sheet by August 25, 2023)**

I have read the disclosure statement for the Bridge Course, **Chinese 3117 - Exploring China: Past, Present and You**, and hereby understand the

- \* Course description
- \* Proficiency goals and learning objectives/outcomes
- \* Concurrent Enrollment and general policies of University of Utah
- \* Course policies
- \* Grading criteria and grading scale
- \* Course syllabus & pacing guide
- \* Course syllabus at a glance including one documentary that will be watched this year  
(Please Vote for Me 请投我一票: <https://www.youtube.com/watch?v=KD1Q5X2hOnk>)

I also understand that the plan-to-be-covered themes and topics might be subject to change upon the judgment of the instructors' professional assessments along with the unfolding of students' learning journey.

I will do my best to meet the expectations and requirements of this course. I will dedicate myself to creating and contributing to a positive learning atmosphere throughout the term. And I commit myself to be a respectful and accountable member of this learning community.

_____ Student Name (Please print)	_____ Student Signature	_____ Date
_____ Parent/Guardian Name (Please print)	_____ Parent/Guardian Signature	_____ Date

**Student and Guardian Contact Information (OPTIONAL)\***

Student Phone Number:	
Student Phone Email:	
Parent/Guardian Phone Number:	
Parent/Guardian Email:	

\* Although this information box is optional, we would greatly appreciate it if you'd choose to complete the form so that we would form a positive partnership in your and your child's learning. Thank you very much.