

## 2024-25 CHIN 3118 Chinese Popular Culture 中国流行文化

### Course Disclosure and Syllabus in 2024-2025

#### Instructors

Dr. Shin Chi Fame Kao

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Room:

Telephone:

Class Period:

#### Course Description

Chinese Bridge 3118 seeks to enhance student Chinese language communicative proficiency in listening, speaking, reading, and writing skills, embedded within three modes of communication: interpretive, interpersonal, and presentational. This is achieved by studying various forms of popular culture, including visual arts, performing arts, consumer culture, and folk culture in the Chinese-speaking world. As a university upper-division course, students will also learn to analyze, interpret, and respond critically to contexts pertinent to the curriculum.

#### 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 points 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 refer 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:

During the school year, and through engaging with a variety of readings and selections from multi-media (e.g., video footage, films, and mass-media), students will be able to:

1. Identify, describe, and explain the historical, social, and artistic significance of popular cultural products, practices, and perspectives of the Chinese-speaking world.
2. Compare and contrast cultural similarities and differences of Chinese-speaking pop culture and the learners' own culture.
3. Describe personal impressions of various culturally authentic sources - audio, written, and audiovisual - from the Chinese-speaking world.
4. Argue and defend personal perspectives on elements of Chinese-speaking pop culture.

## Utah Concurrent Enrollment - State Disclosure Items

University of Utah Bridge Program [Registration Link and Deadlines](#)

### General Calendar Dates

Event	Date
<b>Admissions/enrollment open</b>	August 15, 2024
AP scores available	July 2024
<b>Program enrollment deadline</b>	1 week after your first day of class
<b>Last day to drop from course</b>	<b>January 19, 2025</b>
<b>Last day to withdraw from course</b>	<b>March 1, 2025</b>

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 28, 2024). The last day to drop is Sunday, January 19, 2025, and the last day to withdraw is Saturday, March 1, 2025.
  6. **Student Code** - Policy 6-400 (<https://regulations.utah.edu/academics/6-400.php>)
    - a) **Section III-B & D - Student Responsibilities and Student Behavior Standards-** disruption, harassment, 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 books and 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 **University Canvas course and Skyward 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**.
- **Excessive absences (= more than 4 excused or unexcused absences per semester):** This course is a language communication and content course. Class absence means students miss communication, collaboration, and feedback in class which cannot be replicated via an individual assignment. Therefore, it is critical that students commit to attend class every day.
  - **When a student misses more than 4 classes per semester: required meeting with student, parent/guardians, instructors, and a HS counselor or administrator.** (Meeting will focus on the number of absences and impact on student grades. Meeting must reference the high school gradebook.)
- 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***

Follow college course norms by submitting work on the day it is due. A series of critical deadlines will be set for each step of unit projects. These deadlines are set so that students receive feedback and are able to improve work.

- Absences may be excused but the work is not excused: **When a student has an excused or unexcused absence, the student must complete the work within 10 consecutive school days of the original absence in order to receive full credit. Students who turn in work after 10 school days may receive a zero for the assignment.**
- If a student has an emergency, please email both instructors right away to request support and accommodation for late work.
- **A final due date is set for each quarter. Late work will not be accepted beyond the final due date of each quarter.** If students know they will be out of town during the last days of a quarter, it is their responsibility to communicate with their instructors and then complete all work (including the final unit project) by the term deadline or before going out of town.
- All written drafts must be completed in the presence of the high school instructor and submitted in class. When the student is absent, they need to schedule a time with the teacher to complete the missing work (before school, after school or during an academic support period).
- Students will practice college readiness behaviors by charting missing work every 1-2 weeks in class, and then emailing a makeup plan with instructors.
- Each project step deadline must be met in order to receive full credit for the Final Project.
- **If a student misses a deadline for an assignment, presentation or project they will lose 20% of the grade assigned to the assignment.**
- Make-up quizzes/assignments must be completed within a week upon a student's return to class.

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.

### ***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 6-410 Section II-B Student Academic Misconduct (<https://regulations.utah.edu/academics/6-410.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, using AI tools to compose a writing assignment, 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 3118 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 Assessments (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

### 2024-25 CHIN 3118 Chinese Popular Culture 中国流行文化

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

[Curriculum Website Link Here](#)

Main Unit and Topic	Subtopics	Main Readings	Suggested Pacing
<b>Course Introduction</b>	Orientation, Registration & introduction to the course	1. Course Description 2. Syllabus & Disclosure Sample	Week 1
<b>Unit 1: Visual Arts</b> 视觉艺术  <b>Unit 1 Scope &amp; Sequence</b>	1-1 Movie "Bao" 《包宝宝》：父母的爱	1-1 Reading: 《包宝宝》：父母的爱 1-1 All teaching resources	Week 2-4
	1-2 Commercial Film "Daughters" 《女儿》：三代人的爱与宽容	1-2 Reading: 《女儿》：三代人的爱与宽容 1-2 All teaching resources	Week 5-7
	UPA 1: Write a story and select a visual art format to present the story	UPA 1 Requirements: 故事创作与视觉艺术呈现	Week 8-10

	故事创作与视觉艺术呈现		(Finish Unit 1 by the end of the 1st term)
<b>Unit 2: Performing Arts 表演艺术</b>  <b>Unit 2 Scope and Sequence</b>	2-1 Chinese Pop Music 中国风的流行音乐	2-1 Reading: 中国风的流行音乐-以醉成都为例 2-1 All teaching resources	Week 11-14
	2-2 Chinese Pop Dance 中国风的流行舞蹈	2-2 Reading: 中国风的流行舞蹈 2-2 All teaching resources	Week 15-16
	UPA 2: Creative Presentation and Reflection on Chinese Popular Performing Art 中国风的流行表演艺术创意展示	UPA 2 Requirements: 中国风的流行表演艺术创意展示	Week 17-19 (Finish Unit 2 by the end of the 2nd term)
<b>Unit 3 Consumer Culture 消费文化</b>  <b>Unit 3 Scope and Sequence</b>	3-1 China's New Trend of Live Streaming E-commerce 直播带货新趋势	3-1 Reading: 直播带货新趋势 3-1 All teaching resources	Week 20-22
	3-2 Artificial Intelligence and Its Impact 人工智能以及它的影响	3-2 Reading: 人工智能以及它的影响 3-2 All teaching resources	Week 23-25
	UPA 3: UPA 3-1 Live Streaming E-commerce 直播带货 UPA 3-2 Discussion & Podcast 讨论与播客	UPA 3 Requirements: 1. 3-1 UPA 说明课件 2. 3-2 UPA 说明课件.	Week 26-27 (Finish Unit 3 by the end of the 3rd term)
<b>Unit 4 Folk Culture 民俗文化</b>  <b>Unit 4 Scope and Sequence</b>	4-1 An Unforgettable Qingming Festival (Tomb Sweeping Day) 难忘的清明节	4-1 Reading: 难忘的清明节 4-1 All teaching resources	Week 28-30
	4-2 Chinese Twenty-Four Solar Terms 中国的二十四节气	4-2 Reading: 中国的二十四节气 4-2 All teaching resources	Week 31-33

**Student and Parent/Guardian Signature Form**  
**(Please turn in the signed sheet by August 28, 2024)**

I have read the disclosure statement for the Bridge Course, **Chinese 3118 - Chinese Popular culture**, 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 at a glance including two short films that will be watched this year (Bao <https://www.youtube.com/watch?v=ZsBI3kpOD-Q> and Daughter <https://www.youtube.com/watch?v=jWOHI83vXmM>)
- Student contract

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.







## **STUDENT - PARENT - TEACHER SYLLABUS CONTRACT**

### **College course expectations and procedures for Grading, deadlines, absences, and make-up work**

- **Deadlines for assignments, presentations & projects:** Students are expected to follow college course norms by submitting work on the day it is due.  
A series of critical deadlines will be set for each step of unit projects. These deadlines are set so that students receive feedback and are able to improve work.
  - **Absences may be excused but the work is not excused:** When a student has an **excused or unexcused absence**, the student must complete the work within 10 consecutive school days of the original absence in order to receive full credit. Students who turn in work after 10 school days may receive a zero for the assignment.
  - If a student has an emergency, please email both instructors right away to request support and accommodation for late work.
  - A final due date is set for each quarter. Late work will not be accepted beyond the final due date of each quarter. If students know they will be out of town during the last days of a quarter, it is their responsibility to communicate with their instructors and then complete all work (including the final unit project) by the term deadline or before going out of town.
  - All written drafts must be completed in the presence of the high school instructor and submitted in class. When the student is absent, they need to schedule a time with the teacher to complete the missing work (before school, after school or during an academic support period).
  - Students will practice college readiness behaviors by **charting missing work** every 1-2 weeks in class, and then emailing a makeup plan with instructors.
  - Each project step deadline must be met in order to receive full credit for the Final Project.
  - If a student misses a deadline for an assignment, presentation or project they will lose 20% of the grade assigned to the assignment.

INITIALS: (student) \_\_\_\_\_ / (parent) \_\_\_\_\_

- **Excessive absences (= more than 4 excused or unexcused absences per semester):** This course is a language communication and content course. Class absence means students miss communication, collaboration, and feedback in class which cannot be replicated via an individual assignment. Therefore, it is critical that students commit to attend class every day.
  - When a student misses more than 4 classes per semester or trimester: required meeting with student, parent/guardians, instructors, and a HS counselor or administrator. (Meeting will focus on the number of absences and impact on student grades. Meeting must reference the high school gradebook.)

INITIALS: (student) \_\_\_\_\_ / (parent) \_\_\_\_\_

**PARENTS:** Please support your student's success in this class and work/college expectations now while they are in high school. **Please commit to not scheduling vacations on academic school days.** Instead, do schedule vacations during the numerous district vacation days open to all families.

INITIALS: (student) \_\_\_\_\_ / (parent) \_\_\_\_\_

- **Updated grades can be found in the University Canvas course.** Updated and correct grades are found on the University Canvas page. **Parents may ask their student to log in to view the University Canvas course and all grades.** Parents do not have separate access to the University Canvas but may ask their students to log in and to view the course and all grades with their student.

INITIALS: (student) \_\_\_\_\_ / (parent) \_\_\_\_\_

- **The grades in the High School Gradebook/Skyward do not necessarily match the grades in the university Canvas.**

The high school teacher enters the grades manually into Gradebook/Skyward regularly but may not be able to update them at all times.

INITIALS: (student) \_\_\_\_\_ / (parent) \_\_\_\_\_

- **Final university grades are calculated** according to USHE policy and district designation in the following manner: **(Instructors, please indicate the ONE that is being used in your school!)**
  - Accumulated from day 1 until the last day of class, resulting in a final grade representing work from the entire course. This final university grade will be on the student's university transcript.

INITIALS: (student) \_\_\_\_\_ / (parent) \_\_\_\_\_

\_\_\_\_\_  
student signature

\_\_\_\_\_  
date

\_\_\_\_\_  
parent/guardian signature

\_\_\_\_\_  
date

**Student-Parent-Teacher Contract Communication Timeline:** Instructors will discuss policies with students and send reminders to parents/guardians.

- **Week 1:** Instructors discuss policy with students in Week 1 of school year and send home the Student/Parent Contract to be initialed and signed.
- **Week 2, 3 and 4:** Instructors email parents with a reminder of components of the policy.
- **2 Weeks before the end of each quarter/trimester:**
  - Send email to parent/guardians and students- date for quarter/trimester final work submission and Parent-Student-Teacher Contract.
  - Review and discuss contract in class. Return contract signed by student and parent/guardian.

Admin: \_\_\_\_\_