

# Georgia Institute of Technology

## School of Modern Languages

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### CHINESE 4021: Advanced Language, Popular Music & Culture SPRING 2012 SYLLABUS

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Class hours: Tuesday & Thursday 12:05-1:25 pm.

Room: 106 Swann

Instructor: [Paul B. Foster](#), Ph.D. 傅抱仁 (Fù Bàorén)

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#### OBJECTIVES:

Utilizing popular songs/videos as cultural texts, this 3 credit, proficiency based, advanced level language and culture course simultaneously continues the students' development skills of conversation/oral presentation, listening, reading, writing and web-based research in Chinese.

We will complete the online text, "Chinese Language and Culture through Popular Song." Assignments include a character journal, vocabulary quizzes, and text research exercises at the end of each lesson, as well as midterm and final exams and a semester project/presentation. Regular, punctual, positive participatory attendance is essential and strictly calculated in your participation grade.

This class is not open to native speakers/readers.

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#### TEXT:

Online Text/Curriculum: [Paul. B. Foster 傅抱仁](#), 《高级汉语、流行音乐与文化》 *Gāojí Hànyǔ, liúxíng yīnyuè yǔ wénhuà* [Advanced Chinese, Popular Music and Culture], Interface: Szu-Chia Lu, Georgia Tech School of Modern Languages, 2011.

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#### DETAILED DESCRIPTION:

**"Advanced Chinese, Popular Music and Culture"** 《高级汉语、流行音乐与文化》 is a 3 credit course focusing on learning higher intermediate/advanced Chinese language through popular music and culture. The tasks associated with each of the popular songs that compose the "cultural texts" of this course are intended to enhance the student's vocabulary, grammar, listening, speaking, reading, **online research** and writing skills. **This course is intended to engage the student in a range of language learning opportunities, centered on student engagement in authentic Chinese materials through**

## web research of discussion questions.

The text/online curriculum is designed with assignments that are to be completed by hand, or by computer with direct input into, printed out and emailed or physically turned in to the instructor. These assignments should be collated into a highly organized “Portfolio” for final grading and assessment. General song sections and the artists/groups whose songs form the cultural texts we use are as follows:

- **Mandopop 华语流行音乐:** 周杰伦, 潘玮柏、张弦子, 庾澄庆, 邓丽君, 张惠妹, 任贤齐, 王光良, 张宇
- **Taiwan Hip-Hop 台湾嘻哈音乐:** MC HotDog 热狗, 卜学亮
- **Chinese Rock ‘n Roll 中国摇滚音乐:** 崔健, 唐朝乐队
- **National Identity & Consciousness 国家认同与意识:** 刘德华, 王力宏, 《好汉歌》
- **Semester KTV Research Report 学期 KTV 研究报告**

**Note:** This course in advanced language learning through popular culture with music as a “text” will teach students (experientially) to navigate authentic Chinese pop culture websites with specific research and discussion questions to address. Students should immediately go to the section titled [在线参考工具与参考链接](#)网址 [Online Reference Tools and Reference Links] and familiarize themselves with tools they will use throughout the semester. At a minimum, students should be familiar with the following:

- [nciku.com](http://nciku.com) [the best online dictionary yet]
- [dict.baidu.com](http://dict.baidu.com) [百度词典]
- [Mouseover Dictionary](#)
- [gtranslate](#) [a useful tool]
- [Convert between Simplified and Traditional Characters](#)
- [Baidu.com](http://Baidu.com) [百度 Chinese search engine]
- [Wikipedia.org](http://Wikipedia.org) [维基百科 Wikipedia Chinese search engine]
- [Tudou.com](http://Tudou.com) [土豆网 Chinese movies]

**Song/Artist Introductions & Overviews** are drawn directly from authentic synopses found typically on [Baidu.com](http://Baidu.com) or occasionally on [Wikipedia.org](http://Wikipedia.org) [维基百科 Wikipedia Chinese search engine]. Introductions and Overviews provide basic info regarding the artists and songs. Students will navigate to these source pages (and link to other pages) order to complete later Research and Discussion Topics discussed below.

**Study Sequence:** The general “sequence of study” for this curriculum is as follows (individual instructors may wish to alter this slightly), all of which lead up to Research and Discussion Topics, items ultimately of focus for classroom activities:

**I. “Listening Tasks” 听力练习** primarily encompass (1) listening and to the song while viewing the music video, and (2) new vocabulary investigation [检查生词](#), which includes transcription and translation

of new vocabulary by hand from music video subtitles (sometimes written in traditional characters which must be investigated and recorded in simplified characters). This section will be printed out and handed in to the instructor. Students should concentrate on memorization of lyrics and vocabulary in preparation for “vocabulary practice” and “exercises” described below. After completing new vocabulary investigation [检查生词](#), students may go to the “next topic” in “Listening Tasks” and get a password to continue on to “Lyrics and Notes”.

**II. “Lyrics and Notes” 歌词与注解. Password to this section accessed in last topic of “Listening Tasks”, so complete “Listening Tasks” first!** “Lyrics and Notes” are accompanied by Chinese explanations [词语解释](#) for selected vocabulary, as well as annotations that include links to singers and composers [歌手简介](#), links to popular culture [文化知识](#), examples from pop music [歌曲例子](#), links to the music world [歌坛知识](#), examples of vocabulary usage in modern literature [文学例子](#), links to knowledge from film [电影知识](#), television [电视知识](#), as well as geography [地理知识](#) and occasionally even science [科学知识](#) and politics [政治知识](#). **All of these provide opportunities for further online investigation by students, assigned at the discretion of the instructor. Here you will find gateways to fundamental cultural knowledge ranging in diversity from Tang poets to May Fourth and contemporary authors, as well as a wide spectrum music, movie and television programs and stars.** Cited links are drawn from a variety of web sources, mainly Baidu encyclopedia, but also include Chinese Wikipedia and other varied authentic Chinese sites.

**III. “Vocabulary Practice” 生词练习** includes further translation and writing the characters, pinyin and definitions of each new vocabulary without reference to the lyrics or subtitles. Such vocabulary practice is a method to engage the student in the physical writing of Chinese characters in lieu of the “character journal” typically composed in Chinese language classes. **Some practice will be done by hand, and some will be done by computer.** The instructor may also require closed book, in-class vocabulary quizzes, or require students to complete vocabulary practice by computer in-class as a quiz, or even karaoke [卡拉 OK](#) performance of the songs!

**IV. “Exercises” 练习** include answering content questions [回答问题](#), lyric and vocabulary memory exercises [歌词练习](#) in a “fill in the blank” mode (with a focus on memorization of important vocabulary and lyrics), and a variety of other exercises which vary by song, such as “mad-libs” type of exercise [创作“新”歌词](#) where the student uses inspiration from stanzas of the lesson’s song to compose new stanzas (creatively and humorously) to share with classmates. The final exercise for each song is a “lyrics quiz” [歌词小考](#), which should be done either as an at home self-quiz, or as a pre-scheduled or “pop quiz” in-class assignment. **Exercises are occasionally required to be done by hand and sometimes completed by computer.**

**V. “Research and Discussion Topics” 研究与讨论题目** **are the focus of out-of-class Chinese web engagement and in-class discussion.** These topics are divided into basic, intermediate and advanced levels, and require students to conduct online research into the artists, songs, and intertextual connections between the cultural producers and products that extend far beyond the song in question. In general, “Basic Level Research and Discussion Topics” [初级研究与讨论题目](#) require simple online investigation (in Chinese) into artist’s (or song’s) personal background, ethnic background, representative works, and other basic factual items. “Intermediate Level Research and Discussion Topics” [中级研究与讨论题目](#) delve further into an artist’s background and extend to slightly more complex topics, such as investigation and discussion of an artist’s musical tours or production companies and other interesting facts about an artist’s rise in the Chinese music industry. “Advanced Level Research and Discussion Topics” [高级研究与讨论题目](#) require further investigation to answer questions about an artist and express opinions on

related information, as well as uncover intertextual relations between artists, their songs, and other cultural artifacts such as movies and other artists/actors and their cultural legacies in order to develop the student's knowledge about the role of artist and text in the construction of Chinese popular culture. A further section titled "Opinion Survey" 意见调查 is occasionally used to more specifically elicit student opinions regarding the artists, songs, and other interlinked cultural information. A section called "Geographical Research and Discussion Topics" 地理研究与讨论题目 may also appear in relation to relevant songs. *Students are provided initial web links to begin their research, but will occasionally need to follow-up on links they find therein to complete their investigation!* Recognizing a range of skills in classes composed of heritage and non-heritage learners, the instructor may require students with rather stronger skill sets to provide relatively more comprehensive answers to the assigned research and discussion topics.

**VI. "Further Listening, Viewing and Reading Suggestions"** 歌曲、视频与阅读推荐 may include suggested listening and comparison of variations of the same work, or different works by the same artist, or redacted songs by other artists, as well as further songs on a similar topic, related interviews, television shows, and news articles. At the instructor's discretion, more advanced students are recommended to prepare 3-5 minute written (blog) and oral reports on selected items here for class presentations.

**VII. "Semester KTV Research Report"** 学期 KTV 研究报告 : This report consolidates students' semester of study, requiring them to put into practice their language skills by researching, presenting and teaching their classmates a pop song of their own selection. While the semester's songs up to this point are fixed as described above, this is an opportunity for students to explore up to date (or perhaps most unique and controversial) songs and the cultural phenomena associated with them. A template is provided for students to prepare a 15-20 minute report on a song of their own choice as a final exam exercise as a practical measure of the student's language acquisition. Oral presentation timeframe may be adjusted up or down based on the number of students in class, therefore presentation efficiency is crucial.

**Instructions:** Prepare and present a Mandarin Chinese KTV music video of your choice (selection pending instructor approval – no credit for a repetition of a previous semester's song). Please endeavor to choose up to date and interesting songs. For your synopsis/analysis you must:

- (1) justify why you chose this song;
- (2) mention the relationship between the lyrics and the video;
- (3) point out some "interesting" translation problems;
- (4) relate time, place and the singer
- (5) comment on the "Chinese-ness" of the song
- (6) integrate vocabulary and phrases indicated in the template

Grading is based on your preparation, presentation, and quality of overall effort. Presentations will be efficiently done in 15-20 minutes and scheduled in the last 3 weeks of class (adjusted based on the number of students taking the class). **Note: Credit will be given only upon submission of the completed electronic Word document** – this is the document in which all of my requested revisions have been made!

**\*\*\*I highly recommend that you send me a near complete draft one week in advance. This will help ensure you are on track, and I can assist in correcting your analysis prior to your presentation!\*\*\***

Some Preparation and Presentation Format Notes:

1.	Timely submission of a song in Mandarin with clear subtitles and approval of your project topics (by Thursday of week 5; <b>-10% if late</b> )	
2.	Vocabulary list of 20 items – 2+ characters per item ( <b>highlight 5</b> to be included in the Character Journal and on the final exam). <b>Find interesting items not studied before!!</b>	

3.	Four sentence structures (find interesting ones – avoid duplication); hyperlink to line in the lyrics	
4.	Chinese character dialogue/lyrics and English translation – <b>translation is your own</b> (you must credit URLs that you reference with other translations and supply the reference translation, if any used, in juxtaposition to yours in your document with differences highlighted)	
5.	150+ character impressions synopsis & analysis with template vocabulary included in your own words (not from web)	
6.	Bio/background and pictures from web in both Chinese and English (all URLs credited)	
7.	Cover page with hyperlinked table of contents to items 1- 5 above	
8.	Footer with your name, title, page number and date	
9.	Near complete draft due at least one week in advance for instructor to edit.	
10.	Provide instructor with electronic copy of presentation for pre-presentation edits at least 24 hours before your presentation	
11.	Provide classmates with electronic copy of presentation 12 hours before your presentation (copy the instructor for time verification)	
12.	Provide hardcopy handout for instructor by time of presentation.	
13.	Teach: Lead class in this order – artist bio; vocabulary list; sentence structures; group reading of lyrics; play the video clip; your impressions/analysis; discussion.	
14.	Finalized electronic document required for grade (otherwise an automatic Zero); after incorporating presentation edits from instructor, incrementing the doc title and returning it to instructor.	

We will do some practice presentations so you will know the format. Your creativity is encouraged.

**Electronic Assignment Submission and Portfolio** You will submit your Listening Exercises, Vocabulary Practice, Exercises and Research and Discussion Topics by email as pdf or jpg files, with document name identified as follows: “your name 《song name》 assignment name”. For computer completed assignments this is easily facilitated by saving the file as a pdf during printing. For the handwritten assignments (eg. one Listening Task, one Vocabulary Exercise, and the Research and Discussion Topics) you will need to scan your completed assignment and then send it to the instructor. In addition, you will organize and collate a pdf of all of your assignments to turn in as a Portfolio for final grading.

**Make-up Policy 补课说明:** Make-up is counted only for excused absences (verifiable illness, job interviews, etc.) and ***must be completed within one week of return to class***. Timely email notification of prearranged absence is expected if you want consideration for make-up. The student is responsible for providing verification and turning in work within this period **without prompting by instructor**. It is recommended that the student complete all assignments regardless of the status of an absence since assignments contribute to the student’s overall skills base.

**Note: This class is not open to native speakers/readers.**

### Grading Scale:

**A: 100-90; B: 80-89; C: 70-79; D: 60-69; F: 0-59**

### Grade Weighting:

Class Participation: 20%  
 Listening Task Assignments: 10%  
 Vocabulary Practice: 15%  
 Exercises: 20%

Research & Discussion Topics: 25%  
Semester KTV Research Report: 10%

## Weekly Schedule:

### Daily Assessment:

- Complete all Exercises and Research & Discussion Topics – print out and bring to class for discussion (you should email the electronic documents to the instructor in advance, or bring in hand written assignments [you choose to scan and send or bring hardcopy]).
- Listening Tasks and Vocabulary Practice will be done on your own and emailed via pdf document for grading within one week of completing the song, and collected into your Portfolio. It is recommended that you keep up with these. See next note.
- **Be prepared for an occasional brief pop quiz -- make sure you are up on the vocabulary and lyrics!**
- **KTV Presentation Days – be prepared to ask questions and discuss!**

### FAQs About Assignments

- **What must be turned in before class today? A: “The Three Essentials” 三个必要的 for today’s song:**
  1. 初级研究与讨论题目
  2. 中级研究与讨论题目
  3. 高级研究与讨论题目
- **What are the other exercises?**
  1. 回答问题
  2. 检查生词
  3. 歌词练习
  4. 创作“新”歌词 (may be discussed in class; not applicable to all songs)
  5. 歌词小考 (may be done in class occasionally - pop quiz)
  6. 意见调查 (not applicable to all songs)
  7. 地理研究与讨论题目 (not applicable to all songs)
  8. 网上研究链接 (keep running track of these as you go through other exercises)
- **When are the other exercises due? A: Within one week of completing the song in class**
- **How do I turn in my exercises? A: email a pdf (doc name as follows -- “your name 《song name》 exercise name.pdf”)**



- **How do I turn in my exercises written by hand? A: scan or photo as a jpg, then save on your computer and convert to pdf with a small file size. Then email to instructor. (don't send a jpg)**

<b>ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION</b>	
<b>ML Learning Outcome 1 :</b> Demonstrate oral and aural proficiency in the target language	<b>CHIN 4021:</b> Students will demonstrate oral proficiency at the Intermediate low – Intermediate Mid ACTFL level
<b>ML Learning Outcome 2:</b> Demonstrate effective presentation skills in the target language	<b>CHIN 4021:</b> Students will demonstrate the ability to present in class for 10-15 minutes with minimal notes on a selected KTV music video
<b>ML Learning Outcome 3:</b> Demonstrate writing proficiency in the target language	<b>CHIN 4021:</b> Students will produce a range of writing from simple written description to half page report at the Intermediate-Low to Intermediate-Mid level on the ACTFL scale
<b>ML Learning Outcome 4:</b> Demonstrate proficiency in comprehension of authentic written texts in the target Language	<b>CHIN 4021:</b> Students will demonstrate comprehension of authentic online material answering Research and Discussion Topics
<b>ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE</b>	
<b>ML Learning Outcome 5:</b> Demonstrate in-depth knowledge of a <i>specific</i> target-language country or region	<b>CHIN 4021:</b> Students will learn to successfully analyze Chinese popular music covering Mandopop, Hip-Hop, Rock 'n Roll and National Identity and Consciousness
<b>ML Learning Outcome 6:</b> Demonstrate the ability to analyze an issue from target-culture perspective(s)	<b>CHIN 4021:</b> Students will display the ability to analyze the China/Taiwan/Hong Kong music scene.
<b>ML Learning Outcome 7:</b> Demonstrate critical reflection on cultural complexity and context	<b>CHIN 4021:</b> Students will display the ability to analyze issues crossing politics, economics and culture in the China/Taiwan/Hong Kong music scene.

Week #	Date	Day	○ Assignments	Complete for Class Discussion
1	1/10	Tues	<ul style="list-style-type: none"> <li>○ Syllabus 课程表,</li> <li>○ Selected Online Tools 在线参考工具选,</li> <li>○ Mandopop Introduction 华语流行音乐: 简介</li> <li>○ Start to analyze 周杰伦 《可爱女人》</li> </ul>	<ul style="list-style-type: none"> <li>* Read Syllabus</li> <li>* Start 《可爱女人》</li> </ul>
	1/12	Thurs	<ul style="list-style-type: none"> <li>○ 周杰伦 《可爱女人》</li> </ul>	* 研究与讨论题
2	1/17	Tues	<ul style="list-style-type: none"> <li>○ 潘玮柏、张弦子 《不得不爱》</li> </ul>	* 研究与讨论题
	1/19	Thurs	<ul style="list-style-type: none"> <li>○ 庾澄庆 《情非得已》</li> </ul>	* 研究与讨论题
3	1/24	Tues	<ul style="list-style-type: none"> <li>○ 邓丽君 《甜蜜蜜》</li> </ul>	* 研究与讨论题
	1/26	Thurs	<ul style="list-style-type: none"> <li>○ 张惠妹 《别在伤口洒盐》</li> </ul>	* 研究与讨论题
4	1/31	Tues	<ul style="list-style-type: none"> <li>○ 张惠妹 《别在伤口洒盐》</li> </ul>	* 研究与讨论题

	2/2	Thurs	○ 任贤齐 《对面的女孩看过来》	* 研究与讨论题
5	2/7	Tues	○ 任贤齐 《对面的女孩看过来》	* 研究与讨论题
	2/9	Thurs	○ 王光良 《第一次》 ○ <b>Approved song choice for “Semester KTV Research Report” due!</b>	* 研究与讨论题
6	2/14	Tues	○ 王光良 《第一次》	* 研究与讨论题
	2/16	Thurs	○ 张宇 《爱情条约》	* 研究与讨论题
7	2/21	Tues	○ 张宇 《爱情条约》	* 研究与讨论题
	2/23	Thurs	○ MC HotDog 热狗 《我爱台妹》	* 研究与讨论题
8	2/28	Tues	○ MC HotDog 热狗 《我爱台妹》	* 研究与讨论题
	3/1	Thurs	○ MC HotDog 热狗 《我爱台妹》 ○ 卜学亮 《子曰》	* 研究与讨论题
9	3/6	Tues	○ 卜学亮 《子曰》	* 研究与讨论题
	3/8	Thurs	○ 卜学亮 《子曰》	* 研究与讨论题
10	3/13	Tues	○ 崔健 《一无所有》	* 研究与讨论题
	3/15	Thurs	○ 崔健 《一无所有》	* 研究与讨论题
	3/20	3/22	<b>Spring Break</b>	<b>Spring Break</b>
11	3/27	Tues	○ 唐朝乐队 《太阳》	* 研究与讨论题
	3/29	Thurs	○ 唐朝乐队 《太阳》	* 研究与讨论题
12	4/3	Tues	○ 刘德华 《中国人》	* 研究与讨论题
	4/5	Thurs	○ 刘德华 《中国人》	* 研究与讨论题
13	4/10	Tues	○ 王力宏 《龙的传人》	* 研究与讨论题
	4/12	Thurs	○ 王力宏 《龙的传人》	* 研究与讨论题
14	4/17	Tues	○ 《水浒传》 电视剧的 《好汉歌》	* 研究与讨论题
	4/19	Thurs	○ 《水浒传》 电视剧的 《好汉歌》	* 研究与讨论题



15	4/24	Tues	○ 学期 KTV 研究报告 Presentations	* 讨论
	4/26	Thurs	○ 学期 KTV 研究报告 Presentations	* 讨论
16	5/1	Tues	○ 学期 KTV 研究报告 Presentations ○ Portfolio & Final KTV Report Due: 11:30am – 2:20pm	* 讨论

**Your completed and finalized portfolio is due during finals week according to the scheduled time for final exams of this class period. Finalized electronic copy of your 学期 KTV 研究报告 is also due at this time.**

**Have a great semester in Advanced Chinese, Popular Music and Culture 《高级汉语、流行音乐与文化》！**