

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester B 2016/17**

Part I Course Overview

Course Title:	<u>Special Topics in Chinese Language and Literature</u>
Course Code:	<u>CAH5730</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>Cantonese and Putonghua (2 clusters)</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>CTL5730 Special Topics in Chinese Language and Literature</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to offer students with an in-depth study of selected topic(s) from pre-Qin to contemporary Chinese. The origin, development and significance of the selected issue(s) will be explored and discovered with innovative discussion.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and discover the features of the knowledge in specific Chinese issues		x		
2	Analyze independently, innovatively and critically issues in Chinese studies			x	x
3	Able to design, implement and discover issues in studies in Chinese research.			x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Lecture	Key concepts of the selected topic(s) of Chinese will be introduced and discovered in an example-based approach.	x	x	x				
Tutorial	A number of tutorial groups will be formed, each containing three to four students. Each group is responsible for an oral presentation with a written report. Students will have to be well prepared for each	x	x	x				

	session and give feedback on fellow students' presentations. Discussion will be carried out so as to gain more innovative findings and innovative ideas.							
Assignment	Emphasis is placed on research and analysis. Each student will hand in one term paper, making use of the knowledge of the study of the selected topic(s) of Chinese learnt from the lectures and tutorials. Innovative discovery and findings in the paper will be awarded a higher grade.	x	x	x				

4. Assessment Tasks/Activities (Ats)

(Ats are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Assignment: a 4000-6000 word essay by each student on (a) relevant topic(s) of Chinese language and literature covered in the lectures and tutorials.	x	x	x			30%	
Tutorial Presentation: selected essays on the selected topic(s) of Chinese from a wide variety of sources will be featured in tutorials. Each tutorial group is responsible for an oral presentation with a written report covering their viewpoint on the selected essays.	x	x	x			30%	
Final Test: a 2-hour test will be conducted at the end of the semester to evaluate students' understanding on the selected topic(s) of Chinese taught in lectures.	x	x	x			30%	
Participation: includes attendance of both lectures and tutorials, and their participation in discussions during tutorials. It is also an evaluation of the preparatory work that students should do	x	x	x			10%	

<p>before they attend the tutorials. Students failed to attend at least 80% of the tutorials will be failed in the whole course.</p>								
<p>Examination: 0% (duration: -)</p>								

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Assignment	<ol style="list-style-type: none"> 1. Originality 2. topic comprehension, 3. analytical skills, 4. critical thinking, 5. demonstration of discoveries 	Strong evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate ; superior grasp of subject matter; evidence of extensive knowledge base.	Some evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate; good grasp of subject matter; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
2. Tutorial paper	<ol style="list-style-type: none"> 1. Originality 2. topic comprehension, 3. analytical skills, 4. critical thinking, 5. demonstration of discoveries 	Strong evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate ; superior grasp of subject matter; evidence of extensive knowledge base.	Some evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate; good grasp of subject matter; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
3. Final Test	<ol style="list-style-type: none"> 1. Originality 2. topic comprehension, 3. analytical skills, 4. critical thinking, 5. demonstration of discoveries 	Strong evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate ; superior grasp of subject matter;	Some evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate; good grasp of subject matter;	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

		evidence of extensive knowledge base.	reasonable understanding of issues; evidence of familiarity with literature.	in the material.		
4. Participation	<ol style="list-style-type: none"> 1. Originality 2. topic comprehension, 3. analytical skills, 4. critical thinking, 5. demonstration of discoveries 	Strong evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate ; superior grasp of subject matter; evidence of extensive knowledge base.	Some evidence of original thinking and capacity to organise, analyse, synthesize, create and evaluate; good grasp of subject matter; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Special topic(s) to be covered will vary from year to year depending on the availability of expertise in the Department, timetable constraint and students' interests and major fields of study. Topic(s) may include:

Modern Chinese. Classical Chinese. Modern and Contemporary Chinese Poetry. Modern Chinese thought. Ancient Chinese thought. Chinese applied linguistics.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	To be supplied by the course instructor during the first week of the semester.
2.	
3.	
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	《東亞價值與多元現代性》，杜維明著，北京：中國社會科學出版社，2001。
2.	《國家民族與語言——語言政策國別研究》，周慶生等著，北京：語文出版社，2003。
3.	《古代漢語》（修訂本），郭錫良等著，北京：商務印書館，2006。
4.	《古代漢語綱要》，周秉鈞著，長沙：湖南教育出版社，1981。
5.	《古代漢語教程》（重訂本），張世祿主編，上海：復旦大學出版社，2005。
6.	《古漢語通論》，王力著，香港：中外出版社，1976。
7.	《漢語現象論叢》，啟功著，北京：中華書局，1997。
8.	《漢語語言學》，錢乃榮著，北京：北京語言學院出版社，1995。
9.	《涓涓江河——面向中學中國語文課程新世紀》，香港教育署課程發展處中文組編，香港：香港教育署課程發展處，2002。
10.	《現代漢語通論》，邵敬敏主編，上海：上海教育出版社，2001。
11.	《中國思想史》，葛兆光著，上海：復旦大學出版社，1998。
12.	《中國思想史》，張豈之主編，西安：西北大學出版社，1993。
13.	《中國哲學原論·原道篇》，唐君毅著，台北：台灣學生書局，民國 75 [1986]。
14.	陳永國、馬海良（編）。1999. 《本雅明文選》。北京：中國社會科學出版社。王廣州（譯）。<論語言本身和人的語言>。263-278. 【可與下列英文版比讀，以避免翻譯上的差錯。】
15.	Walter Benjamin, 1970. Trans. By Edmund Jephcott and Kingsley Shorter. <i>One-Way Street and Other Writings</i> . London and New York: Verso. 'On Language as Such and on the Language of Man'. 107-123.
16.	郭寶亮. 2006. 《王蒙小說文體研究》。北京：北京大學出版社。
17.	劉世生、朱瑞青. 2006. 《文體學概論》。北京：北京大學出版社。

18.	譚德晶. 2001. 《唐詩宋詞的藝術》. 上海：學林出版社.
19.	譚學純、唐躍、朱玲. 1992. 《接受修辭學》. 上海：上海教育出版社.
20.	張敏. 1998. 《認知語言學與漢語名詞短語》. 北京：中國社會科學.
21.	李春青. 2005. 《在文本與歷史之間 - 中國古代詩學意義生成模式探微》. 北京：北京大學出版社.
22.	洪子誠. 2010. 《中國當代文學史》. 北京：北京大學出版社.
23.	張桃洲. 2005. 《現代漢語的詩性空間》. 北京：北京大學出版社.