

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2017/18**

---

---

**Part I Course Overview**

**Course Title:** Writing Workshop in Chinese Couplet, Classical Chinese Prose and Verse

**Course Code:** CAH5725

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CTL5725 Writing Workshop in Chinese Couplet, Classical Chinese Prose and Verse

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course aims to extend students' knowledge and enhance students' skills in writing creatively for social occasions. Workshops are conducted in a learning discovery approach to provide students with ample writing practice for social occasions as well as critical and meaningful discussions. Students are encouraged to share their writing experience with teacher and classmates. Feedbacks will be given for each exercise.

### 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.	Explain the origin, form and structure of writing for social occasions		x		
2	Analyze the contents and literary features of writing (such as tonal pattern, rhyme scheme, antithesis, syntax, style, etc.) critically for social occasions		x		
3	Compose tasks of writing creatively for social occasions in different themes			x	x
4	Apply the writing techniques in a certain categories such as antithetical couplet, poetry, preface and postscript, inscription and dedication			x	x
		100%			

*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			
Readings	Reading book chapters and articles critically	x	x					
Lectures	Lectures on concepts and key issues of writing for social occasions using a learning discovery approach	x	x					
Workshop	Improvised writing, discussion, critical analysis of selected readings and students' assignments		x	x	x			
Written Assignments	Extensive writing practice for different themes and categories			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%								
<b>Written Assignments</b> – 5-6 in-class and take-home writing assignments			x	x			50%	
<b>Participation</b> – Students are expected to participate actively in discussions and in-class activities	x	x	x	x			10%	
<b>Final Test</b> – (1 to 2 hours) To be conducted in the last week to assess students' mastery of key concepts and writing techniques	x	x	x	x			40%	
Examination: 0% (duration: - )								
							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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Written Assignments	This part will grade on the command of the writing techniques, creativity of assignments with very detailed and clear explanation and analysis.	Strong evidence of: <ul style="list-style-type: none"> <li>• Excellent grasp of the writing techniques and extensive knowledge of the subject matter;</li> <li>• Excellent linguistic competence and writing skills to express ideas creatively;</li> <li>• Rigorous organization, coherent structure, systematic composition.</li> </ul>	Some evidence of : <ul style="list-style-type: none"> <li>• Excellent grasp of the writing techniques and extensive knowledge of the subject matter;</li> <li>• Excellent linguistic competence and writing skills to express ideas creatively;</li> <li>• Rigorous organization, coherent structure, systematic composition.</li> </ul>	Limited evidence of : <ul style="list-style-type: none"> <li>• Excellent grasp of the writing techniques and extensive knowledge of the subject matter;</li> <li>• Excellent linguistic competence and writing skills to express ideas creatively;</li> <li>• Rigorous organization, coherent structure, systematic composition.</li> </ul>	Marginally satisfies the basic requirements of the written assignment.	Fail to meet minimum requirements of the written assignment.
2. Participation	This part will grade on attendance rate and performance in learning activities. Students require attending lectures, tutorials. They also require to actively	Excellent Strong evidence of : <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to simulate class discussion and comment on</li> </ul>	Some evidence of : <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to initiate class discussion and comment on</li> </ul>	Limited evidence of : <ul style="list-style-type: none"> <li>• Active in-class participation, listening comprehension, ability to participate class discussion and</li> </ul>	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of the participation

	participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.	other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials.	other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials.	comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials.		
3. Final Test	This test will examine the grasping of basic knowledge and writing technique of the three genres.	Strong evidence of: • Excellent understanding of schemes of the three genres of literary writings; • Excellent command of knowledge in the area of various genres writing.	Some evidence of : • Excellent understanding of schemes of the three genres of literary writings; • Excellent command of knowledge in the area of various genres writing.	Limited evidence of : • Excellent understanding of schemes of the three genres of literary writings; • Excellent command of knowledge in the area of various genres writing.	Marginally satisfies the basic requirements of the test.	Fail to meet minimum requirements of the test.

### 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.)*

Introduction to Chinese for social occasions; origin, form and structure, literary features; writing for different themes; writing antithetical couplet, poetry, preface and postscript, inscription and dedication, etc. for social occasions

#### 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.	王力著《詩詞格律概要》，香港，中華書局，2002。
2.	孫天赦著《對聯格律及撰法》，貴陽，貴州人民出版社，1984。
3.	龍榆生著《唐宋詞格律》香港，中華書局，1987。
4.	許時庚編《增廣詩韻合璧》香港，興記書莊，1953。
5.	戈載撰《詞林正韻》上海，上海古籍出版社，1987。

##### 2.2 Additional Readings

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

1.	梁章鉅《楹聯叢話》，台北，台灣商務印書館人人文庫本，1967。
2.	張治《對聯之研究與學習》，台北，台灣商務印書館，1993。
3.	蘇淵雷主編《絕妙好聯賞析辭典》，上海，上海辭書出版社，1994。
4.	李文鄭、牛書友主編《中國當代佳聯鑒賞》，鄭州，中州古籍出版社，2002。
5.	梁羽生《名聯觀止》，香港，天地圖書公司，2001。
6.	王力《漢語詩律學》，香港，中華書局，1973。
7.	許清雲《近體詩創作理論》，台北，洪葉文化事業有限公司，1997。
8.	趙仲才《詩詞寫作概論》，上海，上海古籍出版社，2002。
9.	汪湧豪、駱玉明主編《中國詩學：第四卷》，上海，東方出版中心，1999。
10.	趙奎生著《對聯修辭藝術》上海，復旦大學出版社，2008。
11.	李葆瑞著《詩詞語言的藝術》長春，吉林人民出版社，1981。
12.	徐寒主編《現代禮儀文書寫作》，廣州，廣州出版社，2004。
13.	秦桂英等《文化禮儀應用寫作》，北京，中國人民大學出版社，1997。