

**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: Topics in History of Chinese Literary Criticism

Course Code: CAH5704

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) CTL5704 Topics in History of Chinese Literary Criticism

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The aim of this course is two-fold:

- (a) to introduce some essential concepts to students in the development of Chinese literary criticism from ancient to modern times; and
- (b) to develop students' ability to discover analyze, evaluate and appreciate the main contents, features of classical Chinese literary criticism on some important topics.

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.	Interpret the main approaches of learning Chinese literary criticism before Qing Dynasty		✓	✓	
2.	Discover and analyse selected topics in the history of Chinese literary criticism, for instance, the main theme of Confucianism in literary criticism and its impact on literary criticism from Pre-qin to Han Dynasties.		✓	✓	✓
3.	Discover and analyse selected topics on the main themes of Taoism, Buddhism, naturalism and aestheticism in literary criticism, their impacts on literary criticism in Wei-jin and Six Dynasties		✓	✓	✓
4	Discover and analyse selected topics of theories and features of some importance classical Chinese literary criticism, for instance, sonorous style, configuration of inspiration, the theory of spirit and tone, the theory of disposition		✓	✓	✓
		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	Handouts of selected topics before lectures.	x	x	x	x			
Lectures	Concepts of classical Chinese literary criticism, discovery and analysis of selected topics in history of Chinese literary criticism, for instance, the main theme of Confucianism, Taoism, Buddhism, naturalism and aestheticism in literary criticism and their impacts on literary criticism from Pre-qin to Six Dynasties, selected topics of theories and features of some importance classical Chinese literary criticism, for instance, sonorous style, configuration of inspiration, the theory of spirit and tone, the theory of disposition, classroom discussions.	x	x	x	x			
Tutorial presentations	Group discussion, communication skills and manner, team spirit.	x	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%								
Class participation, tutorial presentations and discussions (oral and written)	x	x	x	x			50%	Initiating dialogues, degree of participation, discovery and analysis, etc.
Test (2 hours) Final test They will be tested on (1) factual information of the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class.	x	x	x	x			50%	
Examination: - (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. Class participation, tutorial presentations and discussions (oral and written)	1. Knowledge of the subject	1. Excellent command of knowledge in Chinese literary criticism.	1. Good command of knowledge in Chinese literary criticism.	1. Fair command of knowledge in Chinese literary criticism.	1. Marginal command of knowledge in Chinese literary criticism.	1. Unsatisfactory command of knowledge in Chinese literary criticism.
	2. Critical thinking ability in reviewing relevant researches	2. Excellent critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.	2. Good critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.	2. Fair critical thinking ability in reviewing research reports/research articles related to classical Chinese literary criticism.	2. Marginal critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.	2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.
	3. Application of relevant theories.	3. Excellent application of theories in studying Chinese literary criticism.	3. Good application of theories in studying Chinese literary criticism.	3. Fair application of theories in studying Chinese literary criticism.	3. Marginal application of theories in studying Chinese literary criticism.	3. Unsatisfactory application of theories in studying Chinese literary criticism.
	4. Ability in knowledge application.	4. Excellent ability in knowledge application.	4. Good ability in knowledge application.	4. Fair ability in knowledge application.	4. Marginally acceptable ability in knowledge application.	4. Unsatisfactory ability in knowledge application.
2. Test	1. Knowledge of the subject	1. Excellent command of knowledge in Chinese literary criticism.	1. Good command of knowledge in Chinese literary criticism.	1. Fair command of knowledge in Chinese literary criticism.	1. Marginal command of knowledge in Chinese literary criticism.	1. Unsatisfactory command of knowledge in Chinese literary criticism.

	<p>2. Critical thinking ability in reviewing relevant researches</p> <p>3. Application of relevant theories.</p> <p>4. Ability in knowledge application.</p>	<p>2. Excellent critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.</p> <p>3. Excellent application of theories in studying Chinese literary criticism.</p> <p>4. Excellent ability in knowledge application.</p>	<p>2. Good critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.</p> <p>3. Good application of theories in studying Chinese literary criticism.</p> <p>4. Good ability in knowledge application.</p>	<p>2. Fair critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.</p> <p>3. Fair application of theories in studying Chinese literary criticism.</p> <p>4. Fair ability in knowledge application.</p>	<p>2. Marginal critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.</p> <p>3. Marginal application of theories in studying Chinese literary criticism.</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese literary criticism.</p> <p>3. Unsatisfactory application of theories in studying Chinese literary criticism.</p> <p>4. Unsatisfactory ability in knowledge application.</p>
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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.)

Discovery and analysis of classical Chinese literary criticism, Confucianism, Taoism, Buddhism, naturalism and aestheticism, the configuration of inspiration, theory of spirit and tone, theory of sonorous style, theory of disposition, etc.

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.)

N/A

2.2 Additional Readings

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

1.	方孝岳《中國文學批評》，北京：生活·讀書·新知三聯書店，1986年
2.	顧易生、蔣凡《先秦兩漢文學批評史》，上海：上海古籍出版社，1990年
3.	顧易生、蔣凡、劉明今著《宋金元文學批評史》，上海：上海古籍出版社，1996年
4.	郭紹虞《中國古典文學理論批評史》，北京：人民文學出版社，1959
5.	郭紹虞《中國文學批評史》，上海：上海古籍出版社，1979
6.	復旦大學中文系古典文學教研組《中國文學批評史》上中下冊，上海：上海古籍出版社，1979
7.	敏澤《中國文學理論批評史》，北京：人民文學出版社，1981
8.	黃保真、蔡鍾翔、成復旺《中國文學理論史》1-5冊，北京：北京出版社，1987年
9.	黃霖《近代文學批評史》，上海：上海古籍出版社，1993年
10.	[日]青木正兒《清代文學評論史》，臺北：臺灣開明書店，1969年
11.	王運熙、顧易生《魏晉六朝文學批評史》，上海：上海古籍，1996年
12.	王運熙、楊明著《隋唐五代文學批評史》，上海：上海古籍出版社，1994年
13.	李士彪《魏晉南北朝文體學》，上海：世紀出版集團、上海古籍出版社，2004
14.	蔡英俊《比興，物色與情景交融》：臺北市：大安出版社，民國75 [1986]年
15.	李健《比興思維研究》，合肥：安徽教育出版社，2003年
16.	陳偉《文氣衍論》，新竹：楓城出版社·民國66 [1977]年
17.	陳竹《中國古代氣論文學觀》，武昌：華中師範大學出版社，1995年
18.	[日]小野澤精一、福永光司、山井涌著，李慶譯《氣的思想——中國自然觀和人觀的觀念的發展》，上海：上海人民出版社，1980年第3版
19.	朱榮智《文氣論研究》，台北市：台灣學生書局，民國75 [1986]年
20.	柯慶明《境界的再生》，臺北：幼獅文化公司期刊部，民國66 [1977]
21.	蔣永青《境界之「真」：王國維境界說研究》，北京：中國社會科學出版社，2001

Online Resources:

Students are encouraged to access online resources to widen their horizons and enrich their knowledge.