

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2020 / 21

Part I Course Overview

Course Title:	Selected Readings in Chinese <i>Shi</i> and <i>Ci</i>
Course Code:	CAH4150
Course Duration:	1 semester
Credit Units:	3
Level:	B4
Proposed Area: (for GE courses only)	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
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)	CAH2184 Topics in Tang Poetry
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to provide students with knowledge and exploration of classical Chinese Shi 詩 Ci 詞 poetry. Focusing on the studies of selected works from the Pre-Qin through Qing periods, the course will introduce students to analyse the selected works from aesthetic, social, historical, literary critical and philosophical perspectives. Students are also encouraged to undertake wider readings in tutorial discussion to develop their reading skills and analytical ability.

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.	Discover and explain the salient features of the Shi and Ci genre and reveal the origin, development and interaction of the two genre traditions.	20%	✓	✓	
2.	Analyse the characteristic styles of individual Shi and Ci writers through the ages from literary criticism perspective.	20%	✓	✓	
3.	Analyse Shi and Ci with different styles and from different dynasties.	30%		✓	✓
4.	Reflect Shi and Ci from aesthetic, social, historical, literary critical and philosophical perspectives	30%	✓	✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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			
Lecture	The features of the Shi and Ci genre and reveal the origin, development and interaction of the two genre traditions. Analyse the characteristic styles of individual Shi and Ci writers through the ages from literary criticism perspective. Analyse Shi	✓	✓	✓				Two hours per week

	and Ci with different styles and from different dynasties. Reflect Shi and Ci from aesthetic, social, historical and philosophical perspectives							
Tutorial	A number of tutorial groups are formed. Each group is responsible for one oral presentation with a written report on exploring a topic about Shi and Ci.	✓	✓	✓	✓			One hour per week
Assignment	Students are required to analyse chosen Shi and Ci/ topic with appropriate approaches and perspectives.	✓	✓	✓	✓			

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%							
1.Participation: Includes attendance of both lectures and tutorials, their participation in discussions and class activities. It is also an evaluation of the preparatory work that students should do before they attend the tutorials.		✓	✓			20%	
2.Presentation & Power Point & Paper report: Each tutorial group is responsible to analyse chosen Shi and Ci/ topic and lead the class for discussion. They are required to hand in a well organised and coherent power point assignment. A revised paper report is also required for each group.	✓	✓	✓	✓		40%	
3.Term paper: This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.		✓	✓	✓		40%	
Examination: - (duration: -)							
* The weightings should add up to 100%.						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. Participation	This part will grade on attendance rate and performance in learning activities. Students require attending lectures and tutorials. They are also required to actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.	Excellent Strong evidence of : <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Some evidence of : <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Limited evidence of : <ul style="list-style-type: none"> Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of the participation
2. Presentation	This assessment will grade on content, creativity and fluency of presentation.	Strong evidence of: <ul style="list-style-type: none"> Excellent grasp of the writing techniques and extensive knowledge of the subject matter; Excellent linguistic competence and writing skills to express ideas creatively; Superior presentation skills: 	Some evidence of : <ul style="list-style-type: none"> Excellent grasp of the writing techniques and extensive knowledge of the subject matter; Excellent linguistic competence and writing skills to express ideas creatively; Superior presentation skills: 	Limited evidence of : <ul style="list-style-type: none"> Excellent grasp of the writing techniques and extensive knowledge of the subject matter; Excellent linguistic competence and writing skills to express ideas creatively; Superior presentation skills: 	Marginally satisfies the basic requirements of the presentation.	Fail to meet minimum requirements of presentation.

		distinct pronunciation, fluent expression and appropriate diction, exact time-management.	distinct pronunciation, fluent expression and appropriate diction, exact time-management.	distinct pronunciation, fluent expression and appropriate diction, exact time-management.		
3. Recite dictation	This part will grade on the accuracy of the assigned poems writing from memory.	Strong evidence of: <ul style="list-style-type: none"> • Accuracy of every sentences and words of the poems written from memory. 	Some evidence of : <ul style="list-style-type: none"> • Accuracy of every sentences and words of the poems written from memory. 	Limited evidence of : <ul style="list-style-type: none"> • Accuracy of every sentences and words of the poems written from memory. 	Marginally satisfies the basic requirements of the recite dictation.	Fail to meet minimum requirements of the recite dictation.
4. Term paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.	Strong evidence of : <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized 	Some evidence of : <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized 	Limited evidence of : <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized 	Marginally satisfies the basic requirements of the term paper.	Fail to meet minimum requirements of the term paper.

		<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 		
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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.)

Shi, Ci, literary genres, literary history, literary criticism

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.	戴君仁編：《詩選》，臺北：中國文化大學，1981年。
2.	鄭騫編：《詞選》，臺北：中國文化大學出版社，1995年。
3.	高步瀛選注：《唐宋詩舉要》，臺北：里仁書局，2004年。
4.	錢鍾書選注：《宋詩選注》，北京：人民文學出版社，1989年。
5.	王夫之評選；李金善點校：《明詩評選》，保定：河北大學出版社，2008年。
6.	沈德潛選編；李克和等校點：《清詩別裁集》，長沙：岳麓書社，1998年。

2.2 Additional Readings

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

1.	陳子展撰述；范祥雍、杜月村校閱：《詩經直解》，上海：復旦大學出版社，1983年。
2.	黃靈庚：《楚辭章句疏證》，北京：中華書局，2007年。
3.	沈德潛選：《古詩源》，北京：中華書局，1963年。
4.	隋樹森：《古詩十九首集釋》，北京：中華書局，1995年。
5.	黃節：《黃節注漢魏六朝詩六種》，北京：人民文學出版社，2008年。
6.	袁行霈箋注：《陶淵明集箋注》，北京：中華書局，2003年。
7.	陳鐵民：《王維集校注》，北京：中華書局，1997年。
8.	王琦：《李太白全集》，北京：中華書局，1977年。
9.	仇兆鰲注：《杜詩詳注》，北京：中華書局，1979年。
10.	王文誥輯注，孔凡禮點校：《蘇軾詩集》，北京：中華書局，1982年。
11.	錢仲聯等撰：《元明清詩鑒賞辭典》，上海：上海辭書出版社，1994年。
12.	何文煥、丁福保編：《歷代詩話統編》，北京：北京圖書館出版社，2003年。
13.	李冰若：《花間集評注》，成都：四川人民出版社，2019年。
14.	王仲聞：《南唐二主詞校訂》，北京：中華書局，2011年。
15.	龍榆生箋：《東坡樂府箋》，上海：上海古籍出版社，2009年。
16.	鄧廣銘箋注：《稼軒詞編年箋注》，上海：上海古籍出版社，1993年。
17.	唐圭璋編：《詞話叢編》，北京：中華書局，1986年。
18.	繆鉞、葉嘉瑩：《靈谿詞說》，上海：上海古籍出版社，1987年。