

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

<b>Course Title:</b>	Chinese Art Appreciation
<b>Course Code:</b>	GE1106
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3 credits
<b>Level:</b>	B1, A1
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The course content is about the concepts of aesthetic values of art and its features by analyzing a wide spectrum of examples in Chinese art forms across time which aimed at develop students' abilities to appreciate Chinese fine art by using various example in painting, calligraphy, ceramic, bronze and other artifacts to discuss meaningful topics. For example, What is art? How do we define "Chinese art" in the past and present? New archaeological findings change the history of Chinese art; Art and traditional daily life; The modern interpretation of ancient painting; Comparison of Chinese painting and western painting; From, lines and Chinese actors to calligraphy; Between modernity and tradition: Chinese art in the 20

Besides traditional classroom learning (Lecture and tutorial with images, video and multimedia based study materials) students have to attend museum visit and painting workshops, which will integrate and generate students' knowledge through exploration.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Memorize the representative Chinese art pieces, their characteristics and artistic significance	20%			√
2.	Illustrate the style of Chinese art and its relationship with the content and context of society, history and culture	30%			√
3.	Analyse art work by using visual language in a systematic way, and build communication skills between the oral, the written and the visual	10%		√	
4.	Compare traditional Chinese art with its modern form as well as artistic cultures around the world in terms of content, form and aesthetic pursuit	20%	√	√	√
5.	Criticize Chinese art from different aspects like personal values, national identity	20%	√	√	√
		100%			

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

<sup>#</sup> 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	5	
1. Large class teaching and learning	a. In-class learning with images and video based study materials. b. 5-minute paper: Students are required to hand in a short reflective writing on what they have learnt in class. c. Key point "Review", "Sharpening your skills" (further discussions and activities) will be posted on the course website after the lessons to inspire students' further reflections. Students are recommended to post their responses on their own initiative.	√	√		√		
2. Tutorials	a. A group of 5 students will choose a tutorial topic and give a short presentation on the outline, reference and significance. b. Peer comment and marking will take place in order to develop critical thinking skill. c. Besides presentation, each group needs to prepare a set of discussion questions to ask and carry out in-depth discussion in the class. d. The class will be divided into small groups to discuss an assigned topic.	√	√	√	√	√	
3. Group Project	A group of 5 students will choose a topic about traditional Chinese Art and the reflection of the aesthetic thought in our daily life. To keep track of their progress, students have to give a short presentation on their project during tutorials and revise the project under the guidance of the course instructor.		√	√	√	√	
4. Individual assignment	Individual paper will be included for the assessment of individual analyse ability		√	√	√	√	
5.. Art Experiences	a. Students will visit local or mainland museums to view the original works on display under the guidance of teacher. After the tour, the students need to finish a	√				√	

	set of assessment questions. b. Attend painting workshop. Under the instruction of an artist, each student will finish their own artwork in a workshop.						
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#### 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	5		
Continuous Assessment: <u>100</u> %							
1. Meaningful participation in classroom activities	√	√	√	√	√	20%	
2. Presentation		√	√	√	√	20%	
3. 4 quizzes, (marks will be evenly distributed among the quizzes)		√	√	√	√	20%	
4. Group Project (1500-2500 words)		√	√	√	√	30%	
5. individual assignment (500-1000 words)		√	√	√	√	10%	
Examination: <u>0</u> % (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. Meaningful class participation and performance (20%)	This part will grade on attendance rate and performance in learning activities. Students are required to attend lectures and tutorials. They have to respond to questions and finish five minute summaries in lectures. They are also required to actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.	4.3 4.0 3.7  Excellent Strong evidence of :  • 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	3.3 3.0 2.7  Some evidence of : • 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.	2.3 2.0 1.7  Limited evidence of : • 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.	1.0  Marginally satisfies the basic requirements of the participation.	0.0  Fail to meet minimum requirements of participation
2. Presentation (20%)	Content and fluency of presentation will be graded. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team	4.3 4.0 3.7  Strong evidence of:  • Rich content, excellent grasp of the materials with	3.3 3.0 2.7  Some evidence of: • Rich content, excellent grasp of the materials with in-depth or	2.3 2.0 1.7  Limited evidence of: • Rich content, excellent grasp of the materials with in-depth or	1.0 • Loose organization, but acceptable identified content. • Adequate understanding of the reading	0.0 • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which

	<p>on the collection, reading, selection, integration, analysis of the resources. They are required to show their abilities to lead the classmates into participating in the discussion.</p>	<p>in-depth or extensive knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>extensive knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>extensive knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>and indication of grasp of the general ideas, limited or irrelevant use of reading materials;</p> <ul style="list-style-type: none"> <li>• Simple and unilateral comments, without clear explanation;</li> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</li> </ul>	<p>cannot express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> <li>• Loose organization, without distinct primary and secondary structure;</li> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
3. 2-4 quizzes)	<p>Capability to complete the quiz on time and answer the quiz questions correctly.</p>	<p>4.3 4.0 3.7</p> <ul style="list-style-type: none"> <li>• Strong evidence of Capability to complete the quiz on time and answer the quiz questions entirely or mostly correct.</li> </ul>	<p>3.3 3.0 2.7</p> <p>Adequate evidence of Capability to complete the quiz on time and answer the quiz questions correctly</p>	<p>2.3 2.0 1.7</p> <ul style="list-style-type: none"> <li>• Moderate evidence of Capability to complete the quiz on time and answer the quiz questions</li> </ul>	<p>1.0</p> <ul style="list-style-type: none"> <li>• Marginal Capability to complete the quiz on time and answer the quiz questions correctly</li> </ul>	<p>0.0</p> <ul style="list-style-type: none"> <li>• Vague and devoid of content, not capable of completing the quiz and answering the quiz questions correctly</li> </ul>

				correctly		
4. Group Project (30%)	Students will choose a topic about traditional Chinese art. 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.	4.3 4.0 3.7  Strong evidence of : • 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 references which can be utilized in accordance with the topic. • Exact and fluent expression, good	3.3 3.0 2.7  Some evidence of : • 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 references which can be utilized in accordance with the topic. • Exact and fluent	2.3 2.0 1.7  Limited evidence of : • 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 references which can be utilized in accordance with the topic. • Exact and fluent	1.0  • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable.	0.0  • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is

		sense of context, ability to use various writing skills to make the paper convincing with proper diction.	expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.	expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.		not clear, part of the idea can be identified; over use of existing quotations and relevant research.
5. Individual assignment (10%)	Students will choose a topic about traditional Chinese art. 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.	4.3 4.0 3.7  Strong evidence of : • 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	3.3 3.0 2.7  Some evidence of : • 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	2.3 2.0 1.7  Limited evidence of : • 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	1.0  • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear	0.0  • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable

		<p>effectively;</p> <ul style="list-style-type: none"> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<p>comment;</p> <ul style="list-style-type: none"> <li>• Seriously insufficient/ no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>
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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.)

Appreciation, Line and space, Implication, Aesthetics, Chinese art, Fine arts, Chinese painting, Chinese calligraphy, Ideology, Chinese artifacts, Bronze, Pottery and Porcelain, Decorative art, Literati art.

#### 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.	Thorp, Robert L; Vinograd Richard Ellis. Chinese Art and Culture. New York: Harry N. Abrams, c2001.
2.	Adams, Laurie. The Methodologies of Art: An Introduction. Boulder, Colorado: Westview Press, 1996, pp. 1-15.
3.	Whitfield, Roderick; Wang, Tao ed. Exploring China's Past: New discoveries and Studies in Archaeology and Art. London: Saffron Books, 1999, pp.15-48.

##### 2.2 Additional Readings

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

1.	Sullivan, Michael. Symbols of Eternity: The art of landscape painting in China. Oxford: Clarendon Press, 1979, pp.1-18.
2.	Fong, Wen C. Words and Images: Chinese Poetry, Calligraphy and Painting. Princeton: Princeton University Press, 1991.
3.	Munsterberg, Hugo. Symbolism in Ancient Chinese Art. New York: Hacker Art Books, 1986.
4.	Williams, C.A.S. Outlines of Chinese Symbolism and Art Motives. 3rd ed. NY: Dover Publications, 1988.
5.	Fu Shen C. Y. Traces of the Brush: Studies in Chinese Calligraphy. New Haven: Yale University Art Gallery, 1977.
5.	巫鴻著，鄭岩等譯：《禮儀中的美術：巫鴻中國古代美術史文編》（北京市：生活·讀書·新知三聯書店，2005）。
7.	王耀庭，《中國繪畫賞鑑》（香港：三餘堂有限公司，1998）。
8.	楊泓，《美術考古半世紀——中國美術考古發現史》（北京市：文物出版社，1997）。
9.	國立歷史博物館編輯委員會，《傳統·現代藝術生活》。（臺北市：國立歷史博物館，1997）。
10.	徐麗莎、黃佩賢，《通識中國書畫》（香港：中華書局，2007）。
11.	藝術文化賞析 <a href="http://www.cityu.edu.hk/cityu/dpt-acad/cciv.htm">www.cityu.edu.hk/cityu/dpt-acad/cciv.htm</a>

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	Students will be asked to write short essays that require some research.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	The students will be introduced to theories and texts as a form of entry into an analysis of new mode of reading and writing in the 21 <sup>st</sup> century. The interdisciplinary nature of the course will broaden their perspectives on the ways different methodologies allow us to understand reality.
PILO 3: Demonstrate critical thinking skills	Students will be required to analyze creative and professional texts and write essays that critique specific questions related to the course material
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students will be required to write critical essays on the topics studied in class
PILO 6: Demonstrate effective oral communication skills	Participation in class is central to the course. Students will also be required to write creatively and publish professionally.
PILO 7: Demonstrate an ability to work effectively in a team	Students will work in groups in class to make short presentations and peer critiques of essays.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	The course's emphasis on the English-language writing from the creative and business professions will allow the students to think about multimodal writing in a world context
PILO 9: Value ethical and socially responsible actions	Students will debate and reflect on social issues in the process of producing their project work.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students will create and propose solutions to real life social issues and problems.

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Critical Essay