

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: Sources of Literature, Cultural Heritage and History

Course Code: CAH 2611

Course Duration: 1 Semester

Credit Units: 3

Level: B2

Proposed Area:
(for GE courses only)

- Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology
-

Medium of Instruction:

[#]For the Chinese cluster: Chinese
^{##}For the English cluster: English

Medium of Assessment:

[#]For the Chinese cluster: Chinese
^{##}For the English cluster: English

Prerequisites:
(Course Code and Title)

Nil

Precursors:
(Course Code and Title)

Nil

Equivalent Courses:
(Course Code and Title)

Nil

Exclusive Courses:
(Course Code and Title)

Nil

[#]The Chinese cluster is specifically for students who will select the Chinese stream.

^{##}The English cluster is for students who will select the History as well as the Cultural Heritage streams.

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course discusses the selected Chinese classic works related to literature, cultural heritage and history, as well as their historical context, genre and major characteristics. Studying the classics is the best and most effective way to understand the core values and spirit of Chinese literature, cultural heritage and history which form the basis of the minds and behaviours of the Chinese people at large, both past and present. In addition, all selected works are written in both ancient and modern Chinese. It aims to enhance students' Chinese ability in order to provide a good foundation for their learning in the forthcoming four years.

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.	Recognise the selected classic works related to literature, cultural heritage and history and their historical context, genre and major characteristics	25%		✓	
2.	Explain the contents of the selected works	25%	✓	✓	
3.	Identify the grammar, sentence structure and common vocabulary of the selected classic works	20%	✓	✓	
4.	Analyse the core values and spirit of Chinese literature, cultural heritage and history	30%	✓	✓	✓
		100%			

* 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			
1. Lectures	Students will be taught the historical context, genre and major characteristics of a selected classic work at each lecture. A series of discussion questions will be posted on the course	✓	✓	✓	✓			

	<p>website in advance that will be used during the lecture time in order to inspire students to think and express their opinions in class.</p> <p>Summary: Students are required to carry out reflective writing on what they have learnt in class.</p>							
2. Tutorials	<p>All tutorials are topic-oriented. Students are expected to study the assigned readings in advance, and all of them will take turns to be the presenter and lead the discussion throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Both the oral and written presentations will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation.</p>	✓	✓	✓	✓			
3. Written Assignments	<p>Written assignments will put into practice the various persuasive techniques taught in class. This task is a test on students' understandings of the ancient texts and an effective way to enhance students' Chinese writing skills.</p>	✓	✓	✓				
4. Reading	<p>Books and articles related to the topic.</p>		✓	✓	✓			

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. Class participation: Students are required to respond to questions and finish summary in every lecture. Students should demonstrate excellent preparation and very active involvement, offer analysis, synthesis, and evaluation of case material, as well as contribute in a very significant	✓	✓	✓			20%	

way to ongoing discussion.								
2. Final Paper (around 3000 words): Students must submit a final paper on a selected topic at the end of the semester. The paper must be original, insightful and well-written in academic form. The emphasis is on innovation and being critical to advance knowledge for the study of Chinese, cultural heritage and history.	✓	✓	✓				30%	
3. Two written Assignments (15% for each assignment): Students are required to submit two written assignments designed by teachers such as annotation and interpretation.				✓	✓		30%	
4. Presentation: Student should present information in logical, interesting sequence which audience can follow. They should demonstrate full knowledge with explanations and elaboration.				✓	✓		20%	
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. Class Participation	This part will grade on students' performance in learning activities. They should respond to questions and finish 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 Strong evidence of : • Active in-class participation, positive listening, ability to stimulate 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. Final Paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary	Strong evidence of : • Rich content, able to integrate various resources into primary and secondary levels	Some evidence of : • Rich content, able to integrate various resources into primary and secondary levels	Limited evidence of : • Rich content, able to integrate various resources into primary and	• Adequate content, able to integrate resources generally based on demand,	• Vague and devoid of content, weak ability to integrate limited resources ; • Loose

	sources properly, build up argument and analyse critically, apply research methods skilfully, as well as conclude in a convincingly and creatively manner.	<p>based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>limited or irrelevant use of resources;</p> <ul style="list-style-type: none"> • 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. 	<p>organization, without distinct primary and secondary levels;</p> <ul style="list-style-type: none"> • 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 not clear, part of the idea can be identified; over use of existing quotations and relevant research.
3. Written Assignments	This assessment will grade on content, organization and fluency. Students	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, able to integrate various resources 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, able to integrate various resources 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, able to integrate 	<ul style="list-style-type: none"> • Adequate content, able to integrate resources 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited

	<p>should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, as well as conclude in a convincingly and creatively manner.</p>	<p>into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>various resources into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>generally based on demand, limited or irrelevant use of resources;</p> <ul style="list-style-type: none"> • Loose organization; • Able 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. 	<p>resources ;</p> <ul style="list-style-type: none"> • 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 not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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4. Presentation	<p>This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • Loose organization, but acceptable identified content. • Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct primary and secondary structure; • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Aesthetics, Buddhism, Canon, Chinese Culture, Confucianism, Daoism, Life Philosophy, Life Preservation, Politics, Sensibility, Strategy, Wisdom, The Cultivation of the Soul

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.)

Chapters taken from the following books

Chinese Cluster:

1. 香港中文大學古典精華編輯委員會編纂，《中國文學古典精華》，香港：商務印書館，1997-1999。
2. 國家文物局，《中國文化遺產事業法規文件匯編》，北京：文物出版社，2009。
3. 周予同，《中國歷史文選》，北京：中華書局，1961。

English Cluster:

Victor Mair, Nancy Steinhardt and Paul Goldin, *Hawai'i Reader in Traditional Chinese Culture*, Honolulu: University of Hawaii Press, 2005.

John Minford and Joseph S.M. Lau, *Classical Chinese Literature*, New York: Columbia University Press, 2000.

H Du Cros & Y.S.F. LEE (Eds.), *Cultural Heritage Management in China: Preserving the Cities of the Pearl River Delta*. London and New York: Routledge, 2007.

2.2 Additional Readings

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

1. 烏丙安，《非物質文化遺產保護理論與方法》，北京：文化藝術出版社，2010。
2. 韓震、孟鳴岐，《歷史·理解·文選》，北京：北京大學出版社，1996。
3. 唐建清，李彥選編，《中國文學選讀》，南京：南京大學出版社，2009。

W.Y. Chan and S.Y. Ma, "Heritage Preservation and Sustainability of China's Development," *Sustainable Development*, Vol.12, No.1, 2004, pp. 15-31.

Patricia Buckley Ebrey, *Chinese Civilization: A Sourcebook*, 2nd Ed, New York: The Free Press, 1993.