

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: Classical Chinese Fiction and *Xiqu*

Course Code: CAH3138

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course aims to enable students to ac

This course provides students with knowledge of the origin, historical development and major characteristics of classical Chinese fiction and “*xiqu* 戲曲” (traditional Chinese drama), through an in-depth study of notable writers and selected masterpieces in relation to history and culture both theoretically and practically. Students are also encouraged to discover and analyse the aesthetic, social, historical and intellectual perspectives of classical Chinese fiction and “*xiqu*”. This is also expected to foster their enjoyment of classical Chinese fiction and “*xiqu*”.

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. | Demonstrate well-structured knowledge and rich understanding of the historical development and major characteristics of classical Chinese fiction and “ <i>xiqu</i> ” genre. | 25% | ✓ | | |
| 2. | Analyse some great works in classical Chinese fiction and “ <i>xiqu</i> ” from the perspectives of themes, images, structures, styles,. | 25% | ✓ | ✓ | |
| 3. | Reflect critically about the classical Chinese fiction and “ <i>xiqu</i> ” in a variety of intellectual, cultural, social and historical settings. | 25% | ✓ | ✓ | |
| 4. | Generate the affective, cognitive and aesthetic domains of learning. | 25% | ✓ | ✓ | ✓ |
| | | 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. Lecture | Concepts and knowledge of classical Chinese fiction and “ <i>xiqu</i> ” will be explained primarily | ✓ | ✓ | ✓ | ✓ | | | |

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| | in lectures. Close reading of selected noted writer works and masterpieces will be conducted in class. | | | | | | | |
| 2. Tutorials | <p>a. Small group learning and oral presentations are to be fully utilized to encourage discussion throughout the semester to develop students' problem solving, interpersonal, presentation and communication skills.</p> <p>b. Students are required to demonstrate in-depth and critical answers in response to questions raised by the course instructor.</p> <p>c. Peer comments and marking will take place in order to enhance peer cooperation and learning</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% | | | | | | | |
| Tutorial presentation | ✓ | ✓ | ✓ | ✓ | | 28% | |
| Peer review of tutorial presentation | ✓ | ✓ | ✓ | ✓ | | 7% | |
| Class Participation: students need to answer open-end questions related to lecture in class in the format of in-class written assignments. | ✓ | ✓ | ✓ | ✓ | | 25% | |
| Term paper (4,000 words) | ✓ | ✓ | ✓ | ✓ | | 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. Tutorial presentation | <ul style="list-style-type: none"> • Ability to explain with rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition; • Ability to criticize and analyse with convincing statement and creative comment. | <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-managemen | <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-managemen t. | <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-managemen t. | <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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| | | t | | | | |
| 2. Peer review of tutorial presentation | <ul style="list-style-type: none"> • Able to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Able to give feedback on fellow students' presentations. | <p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources 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; • Able to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. | <p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources 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; • Able to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. | <p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources 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; • Able to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. | <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Able to express relevant points to the subject matter; • Able to use references, provide some reasonable personal comments, but no clear demonstration • Able to respond to other comments in simple terms. | <ul style="list-style-type: none"> • 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 comment, or providing unreasonable comment; • Unable to respond to others, devoid of content and unclear comment. |

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| 3. Class participation | <ul style="list-style-type: none"> • Ability to identify and analyse the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter. • Able to interpret independent opinions effectively and efficiently. | <p>Strong evidence of :</p> <ul style="list-style-type: none"> • 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 | <p>Some evidence of :</p> <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. | <p>Limited evidence of :</p> <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. | Marginally satisfies the basic requirements of the participation. | Fail to meet minimum requirements of participation |
| 4. Term Paper | <ul style="list-style-type: none"> • Able to integrate various resources into primary and secondary levels as demanded. • Able to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. • Able to criticize and analysis with convincing statement and | <p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, | <p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; | <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; | <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources; • Loose organization; • Able to express relevant points to the subject matter; • References are insufficient, ability to provide some | <ul style="list-style-type: none"> • 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 |

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| | creative comment. | <p>systematic composition;</p> <ul style="list-style-type: none"> • 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 sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <ul style="list-style-type: none"> • 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 sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <ul style="list-style-type: none"> • 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 sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <p>reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. | <p>personal idea and/ or unreasonable comment;</p> <ul style="list-style-type: none"> • 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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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

literature, classical Chinese fiction; development of classical Chinese fiction, *Chinese Xiqu*, *Yuan Zaju drama*, *Ming-Qing Chuanqi drama*, *theatre*, *play*, *opera*

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. 夏志清著；胡益民、石曉林、單坤琴譯；陳正發校：《中國古典小說導論》，合肥：安徽文藝出版社，1988。
2. 王季思主編：《重訂增注中國十大古典喜劇集》，濟南市：齊魯書社，1991。
3. 王季思主編：《重訂增注中國十大古典悲劇集》，濟南市：齊魯書社，1991。

2.2 Additional Readings

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

1. 歐陽健：《晚清小說史》，杭州：浙江古籍出版社，1997。
2. 魯迅：《中國小說史略》，香港：今代圖書公司，1964。
3. 龔鵬程、張火慶：《中國小說史論叢》，臺北：臺灣學生書局，1984。
4. 吳士余：《中國小說思維的文化機制》，上海：華東師範大學出版社，1990
5. 吳組緇：《中國小說研究論集》，北京市：北京大學出版社，1998
6. 馬幼垣：《中國小說史集稿》，臺北：時報文化出版事業有限公司，1980。
7. 葉慶炳編譯：《唐宋傳奇小說》，臺北：河洛圖書出版社，1976。
8. 林以亮、夏志清等著；痲弦、廖玉蕙主編：《中國古典小說論集》，臺北：幼獅文化公司期刊部，1975。
9. 楊義：《中國古典小說史論》，北京：中國社會科學出版社，1995
10. 曾永義、王安祈、李惠綿與蔡欣欣編注，《戲曲選粹》，台北：國家出版社，2002。
11. 曾永義編著：《中國古典戲劇選注》，台北：國家出版社，1983。
12. 鄭騫校訂：《校訂元刊雜劇三十種》，台北：世界書局，1961。
13. 王季思主編：《全元戲曲》，北京市：人民文學出版社，1990-1999。
14. 江巨榮：《古劇精華》，台北：錦繡出版社，1993。
15. 羅錦堂：《錦堂論曲》，台北：聯經出版事業公司，1979。
16. 曾永義，《中國古典戲劇的認識與欣賞》，台北：正中書局，1991。
17. 曾永義：《戲曲源流新論》，台北：立緒文化事業，2000。
18. 王安祈：《明代戲曲五論》，台北：大安出版社，1990。
19. 王安祈：《明代傳奇之劇場及其藝術》，台北：台灣學生書局，1986。
20. 江巨榮：《古代戲曲思想藝術論》，上海：學林出版社，1995。
21. 李日星：《中國戲曲文化史論》，長沙：岳麓書社，2003。
22. 李昌集：《中國古代曲學史》，上海：華東師範大學出版社，1997。
23. 屈江吟：《戲曲美學散論》，瀋陽：遼寧教育出版社，1992。
24. 俞為民：《宋元南戲考略》，台北：臺灣商務印書館，1994。
25. 郭英德：《明清傳奇史》，南京：江蘇古籍出版社，1999。
26. 周傳家：《中國古代戲曲》，台北：台灣商務印書館，1993。
27. 孫崇濤：《戲曲十論》，台北市：國家出版社，2005。