

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2021/22

Part I Course Overview

Course Title: Contemporary Chinese Literature

Course Code: CAH3187

Course Duration: 1 semester

Credit Units: 3 credits

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

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: CTL3187 Contemporary Chinese Literature
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The objectives of this course are to impart to students basic knowledge and core concepts of contemporary Chinese literature, to initiate critical discussion of certain critical topics and phenomena that call students' attention to the particularities and development of contemporary Chinese literature, and to develop students' interest and ability in conducting original research in contemporary Chinese literature.

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.	Identify and discuss important concepts and issues in the study of contemporary Chinese literature.		√	√	
2.	Apply the concepts and knowledge to the analysis of literary texts and obtain new findings.		√	√	
3.	Demonstrate ability in arguing for or against common assumptions or understanding of contemporary Chinese literature.		√	√	
4.	Generate original ideas and propositions and effectively communicate those ideas in writing and oral presentation/class discussion.		√	√	√
		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			
Lecture	Provide explanation of factual information and key concepts, and critical review of important issues related to the subject. Teacher-facilitated class	√	√					

	discussion and short written/oral assignments to reinforce learning through case studies and additional textual analysis							
Group presentations	To enhance students' ability to perform critical analysis of the assigned readings The emphasis is placed on training them to be analytical and critical in discussing the assigned topic; and to facilitate independent and creative thinking in the process		√	√	√			
Term paper	Students are required to propose and discuss with their instructor a topic for the term paper. The proposed topic should be related to the course, well researched and constructively discussed in thesis form. The importance of originality and academic honesty will be emphasized.			√	√			

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 & performance	√	√				20%	
Group presentations & discussion - initiating dialogues, degree of participation , teamwork and communication skills, peer evaluation	√	√	√			35%	
Term paper (with good footnoting and bibliography)	√	√	√	√		45%	Max. 4500 words
Examination: - (duration: -)							
						100%	

* The weightings should add up to 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)
Class participation & performance (20%)	This assessment will grade on participation and performance in learning activities. Students require attending lectures and tutorials. They require to actively participate in discussions and express their ideas in lecture and tutorials.	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
Group presentations & discussion (35%)	This assessment will grade on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their	4.3 4.0 3.7 Strong evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive	3.3 3.0 2.7 Some evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive	2.3 2.0 1.7 Limited evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive	1.0 • Loose organization, but acceptable identified content. • Adequate understanding of the reading and indication of grasp	0.0 • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant

	<p>topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.</p>	<p>knowledge of the subject matter;</p> <ul style="list-style-type: none"> • 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>knowledge of the subject matter;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<p>knowledge of the subject matter;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<p>of the general ideas, limited or irrelevant use of reading materials;</p> <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>themes;</p> <ul style="list-style-type: none"> • Loose organization, without distinct primary and secondary structure; • Devoid of personal comment and/or unreasonable opinion; Softly voice, indistinct pronunciation and improper diction, seriously over time.
<p>Term paper (45%)</p>	<p>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.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, 	<p>3.3 3.0 2.7</p> <p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; 	<p>2.3 2.0 1.7</p> <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, 	<p>1.0</p> <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express 	<p>0.0</p> <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

		<p>coherent structure, 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"> • 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 sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>coherent structure, 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. 	<p>relevant points to the subject matter;</p> <ul style="list-style-type: none"> • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<p>cannot express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> • 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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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Contemporary Chinese literature, official discourse, revolutionary literature, fictional history, avant garde fiction, misty poetry, literature of Chinese diaspora, identity, nation, party and propaganda.

Note: Not all of the above keywords and concepts are necessarily covered in the semester. It depends on the teaching focuses of lecturers who take charge of the course.

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.)

*The list of references will be reviewed and updated when necessary. The selected texts and books chapters will be distributed to students at the beginning of the semester.

陳思和：《中國當代文學史教程》，上海：復旦大學出版社，1999。

洪子誠：《中國當代文學史》，北京：北京大學出版社，1999。

姚丹：《中國現當代文學作品導讀》，北京：中國人民大學出版社，2004。

洪子誠：《中國當代文學史概說》，香港：青文書屋，1997。

洪子誠主編：《中國當代文學史料選：1945—1999》，北京：北京大學出版社，2002。

洪子誠、孟繁華：《中國當代文學關鍵詞》，南寧：廣西師範大學出版社，2002。

劉登翰：《台灣文學史》，下卷，福建：海峽文藝出版社，1993。

劉登翰：《香港文學史》，香港：香港作家出版社，1997。

2.2 Additional Readings

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

香港文學資料庫 <http://hklitpub.lib.cuhk.edu.hk/index.jsp>

台灣現當代作家研究資料庫 <http://cw.nmtl.gov.tw/>