

**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**

**Course Title:** Topics in Classical Chinese Literature

**Course Code:** CAH5701

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P5

**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) CTL5701 Topics in Classical Chinese Literature

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

The aims of this course are:

- (a) to introduce to the students the core concepts and knowledge of classical Chinese literature.
- (b) to call attention to certain critical topics, phenomena, trends or traits that bespeak the particularities and development of classical 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.	Describe the core concepts and knowledge of classical Chinese literature.		X	X	
2.	Make good use of the concepts and knowledge to examine the topics related to the development of classical Chinese literature and explore new ways of explaining their mutual relation.		X	X	X
3.	Demonstrate aptness in arguing for or against with new evidence.		X	X	X
4	Analyse the major phenomena and discover key issues of classical Chinese literature.		X	X	X

**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.	All lectures are theme-based with emphasis on transferring course knowledge.	x	x	x	x			
2.	All tutorials are topic oriented. Students are expected to study the assigned readings in advance, and all will have a chance to act as presenter and discussant throughout the course. When assigned the role of presenter, they will give an oral presentation of their discovery of important issues related to the topics. They will submit in written form a revision of the presentation after receiving comments from the lecturer and discussants. Both the oral and written presentations will be assessed.	x	x	x	x			
3.	Students assigned as discussants will take part in active discussion of the topics right after the presentation. They will submit to the lecturer their comments and discovery in written form. Both oral and written discussions will be assessed.		x	x	x			
4.	Students are to sit for a closed book written test during the last lecture of the course. Questions are set to test their knowledge and creative views of the subject.	x	x	x	x			

#### 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%							
Oral and written presentations of assigned topics. Emphasis are placed on the depth of knowledge and the discovery of new issues.	x	x	x	x		35%	Formulation, organization and presentation of ideas and arguments of assigned topics.
Test (closed book, written, 2 hours) to assess students' knowledge and ability in describing, analyzing and reflecting on the subject and the related issues discovered during the course.	x	x	x	x		45%	Knowledge of the subject, creative views.
Participation and discussion in class. Motivate students' spirit in learning and enhance their awareness in discovering new points of discussion.		x	x	x		20%	Initiating dialogues, exchange of ideas, degree of participation etc
Examination: - (duration: - )						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. Oral and written presentations of assigned topics	Show command of the knowledge provided in the assigned readings, as well as ability to discover new issues pertaining to the topics of discussion.	<ol style="list-style-type: none"> <li>Excellent command of knowledge of essential aspects of the assigned topics and readings.</li> <li>Excellent linguistic competence to explain and assess the main arguments of the assigned readings.</li> <li>Excellent oral and written presentation skills to demonstrate deliberation of the subject.</li> <li>Excellent reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	<ol style="list-style-type: none"> <li>Good command of knowledge of essential aspects of the assigned topics and readings.</li> <li>Good linguistic competence to explain and assess the main arguments of the assigned readings.</li> <li>Good oral and written presentation skills to demonstrate deliberation of the subject.</li> <li>Good reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	<ol style="list-style-type: none"> <li>Adequate command of the assigned topics and readings.</li> <li>Fair linguistic competence to describe the arguments of the assigned readings.</li> <li>Acceptable oral and written presentation skills to illustrate general view of the subject</li> <li>Fair reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	<ol style="list-style-type: none"> <li>Familiarity with the assigned topics and readings.</li> <li>Able to describe some important points of the assigned readings.</li> <li>Marginal ability and skills to illustrate general view of the subject.</li> <li>Marginal reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	
2. Test (closed book, written, 2 hours)	The students will be tested on (1) factual information of the topics discussed throughout the course; (2) their	<ol style="list-style-type: none"> <li>Excellent command of knowledge of essential aspects of the course content.</li> <li>Excellent</li> </ol>	<ol style="list-style-type: none"> <li>Good command of knowledge of essential aspects of the course content.</li> </ol>	<ol style="list-style-type: none"> <li>Adequate command of the course content.</li> <li>Fair linguistic competence to describe the</li> </ol>	<ol style="list-style-type: none"> <li>Familiarity with the subject matter.</li> <li>Able to describe some important points of the assigned readings.</li> </ol>	

	creative opinions of certain issues related to the subject taught in the class.	linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent oral and written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject.	2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. Good reflective and discovery ability to address new issues pertaining to the subject.	arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject.	3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject.	
3. Participation and discussion in class	Attendance of class and active involvement in discussing the related topics.	Full attendance and very active participation in discussion.	Missing ¼ of the class but show very active participation in discussion.	Missing 2/4 of the class and show active participation in discussion.	Missing ¾ or more of the class and is passive in participating the discussion.	

### **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.)*

Genres and subgenres, city and rural, nature, banquet and boudoir, tetrasyllabic verse, pentasyllabic verse, Songs of Chu, Han rhapsody, Songs of the Music Bureau, Tang regulated verse, lyrics of Song and Yuan dynasties, prose (including *guwen* and *pianwen*), Ming and Qing drama and fiction;

Scholars' commentaries and latest theories in classical Chinese literature.

**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.)*

N/A

##### **2.2 Additional Readings**

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

N/A