

**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>	Topics in Chinese Ancient Classics
<b>Course Code:</b>	CAH5702
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	Chinese
<b>Medium of Assessment:</b>	Chinese
<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>	CTL5702 Topics in Chinese Ancient Classics
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to develop students' ability to analyze and evaluate the importance of various topics in the study of Chinese ancient classics. It will demonstrate the contents and importance of the unearthed materials like bamboo-books and silk-books from 20<sup>th</sup> century to present, and the innovative application of reference books and online materials for Chinese information retrieval. The course will also help students to grasp traditional annotation techniques for the study of Chinese ancient classics.

### 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.	Recognize the features and importance of the study of Chinese ancient classics	20%	✓		
2.	Analyze the contents and evaluate the importance of edition, proof-reading and unearthed materials like silk-books, bamboo-books from 20 <sup>th</sup> century to present	35%	✓	✓	
3.	Analyze the features of bibliography and the study of authenticity and authorship of Chinese ancient classics	20%	✓	✓	
4.	Analyze the traditional annotation techniques for the study of Chinese ancient classics	15%	✓	✓	
5.	Make use of reference books and online materials for Chinese information retrieval and for further independent study.	10%	✓	✓	✓
		100%			

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	
Lecture	<p>General concepts and structure of the study of Chinese documentology and Chinese ancient classics will be introduced.</p> <p>Concepts and general knowledge of edition and proof-reading and contents and importance of the unearthed materials will be explained. An example-based approach will be adopted in which each concept is creatively illustrated with examples from various sources.</p> <p>Concepts and general knowledge of bibliography and the discovery of authenticity and authorship of Chinese ancient classics will be explained in an example-based approach.</p> <p>Traditional annotation techniques for the study of Chinese ancient classics will be introduced.</p> <p>Reference books and online materials for Chinese information retrieval will be introduced.</p>	x	x	x	x	x	
Tutorial	<p>A number of tutorial groups will be formed. Each group is responsible for an oral presentation with a written report on their own discoveries on a selected topic. Students will have to be well prepared for each session and give feedback on fellow students' presentations.</p>		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	5		
Continuous Assessment: 100%							
<b>Test and /or quiz (closed book, written):</b> will be given during the semester to evaluate students' understanding on various topics covered in the study of Chinese ancient classics.	x	x	x	x		20%	
<b>Tutorial presentation:</b> The topics will be assigned by the instructor and aligned with the progress of the lectures.		x	x		x	20%	
<b>Class Participation:</b> includes students' attendance of both lectures and tutorials, and their participation in discussions during tutorials. It is also an evaluation of the preparatory work that students should do before they attend the tutorials. Students failed to attend at least 80% of the tutorials will be failed in the whole course.	x	x	x	x	x	15%	
<b>Peer review of oral presentation:</b> emphasis will be placed on the rationality, clarity and fluency of argument and comment.	x	x	x	x	x	10%	
<b>Term Paper:</b> Emphasis is placed on research and analysis. Each student will submit one term paper, applying the knowledge of Chinese documentology introduced in the lectures and tutorials.	x	x	x	x	x	35%	
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. Test	<ul style="list-style-type: none"> <li>• Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter;</li> <li>• Ability to criticize and analysis with convincing statement and creative comment.</li> </ul>	Strong evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Critical analysis, convincing statement and creative comment.</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Critical analysis, convincing statement and creative comment.</li> </ul>	Limited evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Critical analysis, convincing statement and creative comment.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;</li> <li>• Simple and unilateral comments, without clear explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes.</li> </ul>
2. Tutorial presentation	<ul style="list-style-type: none"> <li>• 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;</li> <li>• Ability to criticize and analysis with</li> </ul>	Strong evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing</li> </ul>	Limited evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing</li> </ul>	<ul style="list-style-type: none"> <li>• Loose organization, but acceptable identified content.</li> <li>• Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;</li> <li>• Simple and unilateral comments, without</li> </ul>	<ul style="list-style-type: none"> <li>• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Loose organization, without distinct primary and secondary</li> </ul>

	convincing statement and creative comment.	statement and creative comment; <ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	statement and creative comment; <ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	statement and creative comment; <ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	clear explanation; <ul style="list-style-type: none"> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</li> </ul>	structure; <ul style="list-style-type: none"> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
3. Peer review of tutorial presentation	<ul style="list-style-type: none"> <li>• Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration;</li> <li>• Ability to give feedback on fellow students' presentations.</li> </ul>	Strong evidence of : <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</li> <li>• Ability to criticize different facts and statements, to</li> </ul>	Some evidence of : <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</li> <li>• Ability to criticize different facts and statements, to</li> </ul>	Limited evidence of: <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</li> <li>• Ability to criticize different facts and statements, to</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• Ability to use references, provide some reasonable personal comments, but no clear demonstration;</li> <li>• Ability to respond to other comments in simple terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Summary of references, no personal idea and comment, or providing unreasonable comment;</li> <li>• Inability to</li> </ul>

		provide practical and innovative comments with convincing demonstration.	provide practical and innovative comments with convincing demonstration.	provide practical and innovative comments with convincing demonstration.		respond to others, devoid of content and unclear comment.
4. Class participation	<ul style="list-style-type: none"> <li>• Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter;</li> <li>• Ability to interpret independent opinions effectively and efficiently.</li> </ul>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to simulate class discussion and comment on other points;</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
5. Term Paper	<ul style="list-style-type: none"> <li>• Ability to integrate various resources into primary and secondary levels on demand.</li> <li>• Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes.</li> <li>• Ability to criticize and analysis with convincing statement and</li> </ul>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• References are insufficient,</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Summary of</li> </ul>

	creative comment.	<p>the point, clear-cut subject, distinct themes, ability to interpret the opinions 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>the point, clear-cut subject, distinct themes, ability to interpret the opinions 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>the point, clear-cut subject, distinct themes, ability to interpret the opinions 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>ability to provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<p>references, no personal idea and/or unreasonable 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.)

Bibliography. Edition. Proof-reading. Authenticity and authorship of Chinese ancient classics. Canon works. Unearthed materials. Traditional annotation techniques. Chinese reference books.

#### 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.)

1.	鄭良樹著：《古籍辨偽學》，台北：台灣學生書局，1986。
2.	屈萬里著：《古籍導讀》，台北：台灣開明書店，1964。
3.	高路明著：《古籍目錄與中國古代學術研究》，南京：江蘇古籍出版社，1997。
4.	毛春翔著：《古書版本常談》，上海：上海古籍出版社，2002。
5.	余嘉錫著：《古書通例》，上海：上海古籍出版社，1985。
6.	李零著：《簡帛古書與學術源流》，北京：三聯書店，2004。
7.	駢宇騫著：《簡帛文獻概述》，台北：萬卷樓圖書股份有限公司，2005。
8.	程千帆、徐有富著：《校讎廣義·版本編》，濟南：齊魯書社，1988。
9.	程千帆、徐有富著：《校讎廣義·典藏編》，濟南：齊魯書社，1988。
10.	程千帆、徐有富著：《校讎廣義·校勘編》，濟南：齊魯書社，1988。
11.	程千帆、徐有富著：《校讎廣義·目錄編》，濟南：齊魯書社，1988。
12.	余嘉錫著：《目錄學發微》，成都：巴蜀書社，1991。
13.	屈萬里、昌彼得著：《圖書板本學要略》，台北：中國文化大學出版部，1986。
14.	張心澂著：《偽書通考》，上海：上海書店出版社，1998。
15.	王欣夫著：《文獻學講義》，上海：上海古籍出版社，1986。
16.	裘錫圭著：《中國出土古文獻十講》，上海：復旦大學出版社，2004。
17.	孫欽善著：《中國古文獻學史簡編》，北京：高等教育出版社，2001。
18.	姚名達著：《中國目錄學史》，北京：商務印書館，1998。
19.	姚名達著：《中國文史工具資料書舉要》，天津：天津古籍出版社，2002。
20.	張舜徽著：《中國文獻學》，鄭州：中州書畫社，1982。
	<b>Online Resources</b>
21.	臺灣中央研究院“漢籍電子文獻” <a href="http://www.sinica.edu.tw/~tdbproj/handy1/">http://www.sinica.edu.tw/~tdbproj/handy1/</a>
22.	香港中文大學“漢達古文獻資料庫” <a href="http://www.chant.org/">http://www.chant.org/</a>
23.	Chinese Historiography for Chinese History <a href="http://www.princeton.edu/chinese-historiography/index.xml">http://www.princeton.edu/chinese-historiography/index.xml</a>