

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2019/20**

Part I Course Overview

Course Title:	<u>Selected Readings in Chinese Language and Literature</u>
Course Code:	<u>CAH5622</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>Chinese</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>CTL5622 Selected Readings in Chinese Language and Literature</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to enrich students' knowledge of Chinese language and literature and enhance their ability to critically and creatively interpret Chinese literary texts through a close reading of extended selections from literary texts by Chinese writers, from ancient to modern. This course will also introduce students to varied styles and rhetorical techniques of literary Chinese, aiming to enhance their sophistication in writing.

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 special forms and structure in Chinese language and various genres of Chinese literary texts		✓		
2.	Compare different styles and rhetorical techniques of literary Chinese			✓	✓
3.	Analyze Chinese literary texts to make new discoveries and detect literary subtleties previously overlooked			✓	✓
		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				
Lecture	Special forms and structure in Chinese language from ancient to modern, and important concepts and background information concerning genres and rhetorical techniques of Chinese literature will be introduced in class.	x	x	x				
Tutorial	Group discussion, presentations and debates will involve students critically and creatively analyzing selected pieces of literary texts and make new discoveries		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					
Continuous Assessment: 100%								
Individual term paper: to assess students' critical ability in understanding the importance and significance of selected reading(s) of Chinese Language and/ or Literature	x	x	x				45%	Initiating dialogues, degree of participation etc
Group presentation and written report: the topics will be assigned by the instructor in accordance with the progress of the lectures.	x	x	x				30%	
Class participation and performance: includes students' attendance of both lectures and tutorials, their participation in discussions during tutorials, and peer review of tutorial presentation.	x	x	x				25%	
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. Individual term paper	<ul style="list-style-type: none"> • Ability to integrate various resources into primary and secondary levels as demanded; • Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes; • Ability to criticize and analysis with convincing statement and creative comment. 	<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, 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 	<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; • 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 	<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; • 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 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based as demanded, limited or irrelevant use of resources; • 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. 	<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/ or unreasonable comment; • Seriously insufficient/ no reference; • over use of existing quotations and relevant research.

		<p>which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 		
<p>2. Group presentation and written report</p>	<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 analysis with convincing statement and 	<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 	<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 	<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 	<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 	<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

	creative comment.	creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	expression; few of mistakes in diction, but no influence to general delivery.	and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time.
3. Class participation and performance	<ul style="list-style-type: none"> • Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter; • Ability to interpret independent opinions effectively and efficiently. 	<ul style="list-style-type: none"> • 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 	<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

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Literary Language; Genres; Chinese poetry, prose, drama, and fiction; Traditional and Modern; Lyric and Narrative; Metaphor; Symbol; Image; Structure; Perspective; Style

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.	陳望道：《修辭學發凡》（上海：上海教育出版社，2001年）
2.	王力：《詩詞格律》（香港：中華書局，2002年）
3.	葛兆光：《漢字的魔方》（上海：復旦大學出版社，2008年）
4.	吳調公：《文學分類的基本知識》（武漢：長江文藝出版社，1982年）
5.	陳植鏗：《詩歌意象論：微觀詩史初探》（北京：中國社會科學出版社，1990年）
6.	古遠清，孫光萱：《詩歌修辭學》（武漢：湖北教育出版社，1995年）
7.	陳平原：《中國小說敘事模式的轉變》（上海：上海人民出版社，1988年）
8.	胡亞敏：《敘事學》（武漢：華中師範大學出版社，1994年）
9.	羅鋼：《敘事學導論》（昆明：雲南人民出版社，1994年）
10.	俞元桂等選編：《中國現代散文理論》（南寧：廣西人民出版社，1984年）
11.	熊禮匯：《中國古代散文藝術史論》（武漢：湖北人民出版社，2005年）
12.	夏傳才：《詩經語言藝術新編》（北京：語文出版社，1998年）
13.	高友工，梅祖麟：《唐詩的魅力》（上海：上海古籍出版社，1989年）
14.	郭預衡：《中國散文史》（上海：上海古籍出版社，1986—1999年）
15.	蔣伯潛，蔣祖怡：《駢文與散文》（上海：上海書店，1997年）
16.	陳必祥：《古代散文文體概論》（臺北：文史哲出版社，1995年）
17.	趙義山、李修生主編：《中國分體文學史：詩歌卷》（上海：上海古籍出版社，2001年）
18.	趙義山、李修生主編：《中國分體文學史：散文卷》（上海：上海古籍出版社，2001年）
19.	趙義山、李修生主編：《中國分體文學史：戲曲卷》（上海：上海古籍出版社，2001年）
20.	趙義山、李修生主編：《中國分體文學史：小說卷》（上海：上海古籍出版社，2001年）
21.	李新宇：《中國當代詩歌藝術演變史》（杭州：浙江大學出版社，2000年）
22.	沈義貞：《中國當代散文藝術演變史》（杭州：浙江大學出版社，2000年）
23.	金漢：《中國當代小說藝術演變史》（杭州：浙江大學出版社，2000年）
24.	羅錦堂：《錦堂論曲》，台北：聯經出版事業公司，1979。
25.	曾永義：《中國古典戲劇的認識與欣賞》，台北：正中書局，1991。