City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I   Course Overview

Course Title: Topics in Classical Chinese Philology

Course Code: CAH5707

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)   CTL5707 Topics in Classical Chinese Philology

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   Abstract

This course aims to

(a)   introduce key concepts in etymology (*wenzi xue*), phonology (*yinyun xue*) and text-based semantics (*xungu xue*) in Classical Chinese;

(b)   analyze specific topics in Chinese etymology, historical phonology and text-based semantics;

(c)   examine how to solve various linguistic problems in Classical Chinese texts by combining knowledge in etymology, historical phonology, and text-based semantics in a creative way.

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 development and structure of Chinese characters, and various methods in the study of ancient Chinese characters	40%	√		
2.	Demonstrate a good knowledge of the rules governing the development of Chinese phonology, and the structure of classical Chinese phonology	40%		√	
3.	Introduce concepts and methods in the study of text-based semantics	20%			√
		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				
Lectures	Key concepts and specific issues of classical Chinese philology will be taught in lectures. An example-based approach will be adopted for teaching various methodologies in the study of classical Chinese.	x	x	x				2 hours/week
Tutorials	Students will form tutorial groups. Each group will be responsible for an oral presentation. Specific topics will be given each week. Each group will give a presentation on a chosen topic while other students give feedback. Each group will submit one tutorial paper.	x	x	x				1 hour/week

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%							
Tutorial presentations + reports	x	x	x			35%	Initiating dialogues, degree of participation etc
Test (1 hour) Final test (closed book) They will be tested on (1) factual information of the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class.	x	x	x			45%	
Participation and discussions in classes and tutorials Motivate students' spirituality of learning.	x	x	x			20%	
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. Tutorial presentations + reports	Preparation, communication skills, group cooperation, critical thinking, knowledge of subject matter	Excellent critical thinking ability and creative ideas in reviewing research report / research articles related to the study of Classical Chinese philology. Excellent and innovative application of theories in the study of Classical Chinese philology.	Good critical thinking ability in reviewing research report / research articles related to the study of Classical Chinese philology. Good application of theories in the study of Classical Chinese philology.	Fair critical thinking ability in reviewing research report / research articles related to the study of Classical Chinese philology. A certain degree of application of theories in the study of Classical Chinese philology.	Marginal critical thinking ability in reviewing research report / research articles related to the study of Classical Chinese philology. Marginal application of theories in the study of Classical Chinese philology.	Fail to demonstrate critical thinking ability in reviewing research report/research articles related to the study of Classical Chinese philology. Fail to apply theories in the study of Classical Chinese philology.
2. Final test	1 hour examination	Excellent command of knowledge in the study of Classical Chinese philology.	Good command of knowledge in the study of Classical Chinese philology.	Adequate command of knowledge in the study of Classical Chinese philology.	Marginal command of knowledge in the study of Classical Chinese philology.	Fail to demonstrate command of knowledge in the study of Classical Chinese philology.
3. Participation and discussions in classes and tutorials	Classroom performance: attendance, participation, discussion	Excellent linguistic competence in expressing ideas clearly and effectively	Good linguistic competence in expressing ideas clearly and effectively	Adequate linguistic competence in expressing ideas clearly and effectively	Weakness in expressing ideas clearly and effectively	Fail to express ideas clearly and effectively

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.)
   Shuowen Jiezi; oracle bone inscriptions and bronze inscriptions; characters in the Warring States; Middle Chinese phonology; Old Chinese phonology; Chinese philology and Classical Chinese texts.

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.	許慎著, 段玉裁注. 《說文解字注》。上海：上海古籍出版社，1981。
2.	余迺永校註. 《新校互註宋本廣韻》。上海：上海人民出版社，2008。
3.	周斌武. 1988. 《中國古代語言學文選》。上海：上海古籍出版社。
4.	洪　誠. 1982. 《中國歷代語言文字學文選》。南京：江蘇人民出版社。
5.	胡奇光. 1987. 《中國小學史》。上海：上海人民出版社。
6.	王　力. 1972. 《漢語音韻》。香港：中華書局。
7.	王　力. 1984. 《中國語言學史》。香港：中國圖書刊行社。
8.	唐　蘭. 1991. 《中國文字學》。上海：上海書店。
9.	唐作藩. 1972. 《漢語音韻學常識》。香港：中華書局。
10.	高　明. 1987. 《中國古文字學通論》。北京：語文出版社。
11.	孫雍長. 1997. 《訓詁原理》。北京：語文出版社。
12.	陸宗達, 王寧. 1994. 《訓詁與訓詁學》。太原：山西教育出版社。
13.	陸宗達. 1980. 《訓詁簡論》。北京：北京出版社。
14.	單周堯. 2009. 《勉齋小學論叢》。上海：上海古籍出版社。
15.	湯可敬. 1997. 《說文解字今釋》。長沙：岳麓書社。
16.	葉國良編. 2004. 《文獻及語言知識與經典詮釋的關係》。台北：國立台灣大學出版中心。
17.	董同龢. 1968. 《漢語音韻學》。台北：文史哲出版社。
18.	裘錫圭. 1988. 《文字學概要》。北京：商務印書館。
19.	劉　釗. 2006. 《古文字構形學》。福州：福建人民出版社。
20.	劉翔, 陳抗, 陳初生, 董琨. 1989. 《商周古文字讀本》。北京：語文出版社。