

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2022/23

Part I Course Overview

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| Course Title: | Great Works of Chinese Literature, History and Philosophy |
| Course Code: | CAH5708 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | Chinese |
| Medium of Assessment: | Chinese |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | CTL5708 Great Works of Chinese Literature, History and Philosophy |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

This course aims to provide students with in-depth study of selected great works in Chinese literature, history and philosophy. Students will learn to explore the origins and developments of the selected book(s). They will also learn how to discover and analyse the features and significances of the selected book(s). Texts from one to three great works shown below are taught in this course: (a) *Book of Odes* 詩經; (b) *Commentary of Zuo* 左傳; (c) *Classic of Rites* 禮記; (d) *Classic of Changes* 易經; (e) *Analects* 論語; (f) *Mencius* 孟子; (g) *Xunzi* 荀子; (h) *Laozi* 老子; (i) *Zhuangzi* 莊子; (h) *Record of the Great Historian* 史記; (i) *Book of Han* 漢書 and (j) others.

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 origins, different versions (if any) and structures of the selected works; | 20% | √ | √ | |
| 2. | Explain and discover the relationship between ancient Chinese historical / philosophical writings and literature; | 20% | √ | √ | |
| 3. | Discover and analyze literary features in the selected works in their own wordings; | 20% | √ | √ | √ |
| 4. | Point out the importance and influence of the selected works; and | 20% | √ | √ | |
| 5. | Evaluate leading scholars' commentaries on the selected works. | 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 | 4 | 5 | |
| Lecture | <p>Learning through teaching is mainly based on lectures. The origins and structures of the selected works are explained.</p> <p>Discover and analyse the relationship between Chinese historical / philosophical writings and literature are discussed.</p> <p>Various literary features in the selected works are discussed.</p> <p>The importance and influence the selected works are highlighted.</p> <p>Commentaries, old and new, on the selected works are introduced.</p> | x | x | x | x | x | |
| Tutorial and Assignment | <p>Students are requested to reveal the literary components of the given Chinese historical / philosophical writings.</p> <p>Students are asked to examine the literary features of the given works by using the methods acquired in lectures.</p> <p>Students are requested to re-interpret and evaluate the commentaries of the given works.</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 % | | | | | | | |
| Group presentation – Each tutorial group is required to make an oral presentation closely related to what they have acquired in lectures. | | x | x | | x | | 35% |
| In-class discussion – Motivate students’ spirituality of learning, small group discussion, class exercises. | x | x | x | x | x | | 15% |
| Assignment – Students are responsible to explore the literary features in the given works or evaluate the commentaries on the selected works by using the methods explained in lectures and recognized in tutorials. | | x | x | | x | | 50% |
| Examination: 0% (duration: -) | | | | | | | |
| | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|-----------------------|--|---|---|---|--|
| 1. Group presentation | This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their 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>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 creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. | <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 comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. | <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 expression; few of mistakes in diction, but no influence to general delivery. | <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 and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time. |

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| 2. In-class discussion | This assessment will be graded on performance in learning activities. Students are required to actively participate in lectures and tutorials. They also need to express their ideas and comments in discussion. | Strong evidence of: <ul style="list-style-type: none"> • 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. | Some evidence of: <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. |
| 3. Assignment | This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse. | Strong evidence of: <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, | Some evidence of: <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, | <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to | <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 |

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| | | <p>distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. | <p>references, no personal idea and/ or unreasonable comment;</p> <ul style="list-style-type: none"> • 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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Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|-----------------------|---|---|---|--|---|--|
| 1. Group presentation | This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must | <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; | <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; | <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; | <ul style="list-style-type: none"> • Loose organization, but acceptable identified content; • Adequate understanding of the reading | <ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express |

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| | <p>have thoroughly studied and researched their 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> | <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. | <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. | <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>and indication of grasp 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>the subject matter or relevant 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. |
| 2. In-class discussion | <p>This assessment will be graded on performance in learning activities. Students are required to actively participate in lectures and tutorials. They also need to express their ideas and</p> | <p>Strong evidence of:</p> <ul style="list-style-type: none"> • 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 | <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, listening comprehension, ability to participate in class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with | <p>Marginally satisfies the basic requirements of the participation.</p> | <p>Fail to meet minimum requirements of participation.</p> |

| | comments in discussion. | other materials. | | peer reports and other materials. | | |
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| 3. Assignment | This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse. | <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 which can be utilized in accordance with the topic; • Exact and fluent expression, good | <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 which can be utilized in accordance with the topic; • Exact and fluent expression, good | <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 which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use various writing | <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally 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; • Although expression is not clear, part of the idea can be identified; over |

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| | | sense of context, ability to use various writing skills to make the paper convincing with proper diction. | sense of context, ability to use various writing skills to make the paper convincing with proper diction. | skills to make the paper convincing with proper diction. | | 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

(An indication of the key topics of the course.)

Literature, history, philosophy, classical text, commentary, *Book of Odes*, *Commentary of Zuo*, *Classic of Rites*, *Classic of Changes*, *Analects*, *Mencius*, *Xunzi*, *Laozi*, *Zhuangzi*, *Record of the Great Historian*, *Book of Han*.

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.

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| 1. | 劉鴻武：《文史哲與人生：人文學科論綱》。昆明：雲南大學出版社，2010。 |
| 2. | 岳麓書社編：《文史哲學者治學談》。長沙：岳麓書社，1983。 |

2.2 Additional Readings

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

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| 1. | Lau, D.-C. (劉殿爵). 1983. <i>The Analects</i> . Hong Kong: Chinese University Press. |
| 2. | Lau, D.-C. (劉殿爵). 1989. <i>Tao Te Ching</i> . Hong Kong: Chinese University Press. Legge, James (理雅各). 1960. <i>The Chinese Classics; with a Translation, Critical and Exegetical Notes, Prolegomena, and Copious Indexes</i> . Hong Kong: Hong Kong University Press. |
| 3. | 王叔岷. 1999. 《莊子校詮》。台北：中央研究院歷史語言研究所。 |
| 4. | 朱 熹. 1961. 《詩集傳》。香港：中華書局。 |
| 5. | 程俊英、蔣見元《詩經注析》上下冊，北京：中華書局，1991 |
| 6. | 沈玉成，劉寧. 1992. 《春秋左傳學史稿》。北京：中華書局。 |
| 7. | 劉笑敢《老子古今：五種對勘與析評引論》，北京：北京社會科學院，2006 |
| 8. | 劉笑敢《莊子哲學及其演變》，北京：北京社會科學院，1993 |
| 9. | 陳鼓應《老子今注今譯》，北京：商務印書館，2003 |
| 10. | 陳鼓應《老莊新論》，香港：中華書局，1991 |
| 11. | 陳鼓應. 1984. 《莊子註譯及評介》。北京：中華書局。 |
| 12. | 童書業. 1980. 《春秋左傳研究》。上海：上海人民出版社。 |
| 13. | 楊伯峻. 1980. 《論語譯注》。北京：中華書局。 |
| 14. | 楊伯峻. 1981. 《春秋左傳注》。北京：中華書局。 |