

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

Chinese Written Characters, Literary Chinese, and East Asian History

**Course Title:**

CAH5711

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

P5

**Level:**

**Medium of  
Instruction:**

Chinese

**Medium of  
Assessment:**

Chinese

**Prerequisites:**

Nil

*(Course Code and Title)*

**Precursors:**

Nil

*(Course Code and Title)*

**Equivalent Courses:**

CTL5711 Essential Concepts in Chinese Language

*(Course Code and Title)*

**Exclusive Courses:**

Nil

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

1) This course will introduce the roles and functions of Chinese characters as the common writing medium in East Asian history (China, Korea, Viet Nam, and Japan), and the roles of literary Chinese (*wenyanwen*) as their common writing system before the modern time as well. 2) It will introduce the students the general knowledge on Chinese written characters as the most important starting point and basis as we think about East Asian traditions and cultural heritage. 3) It will also lecture on the shift to the modern writing vernaculars in the transition of modern East Asian context. 4) It will also introduce the brief history of the vernacular writing movements in East Asia as well as the Japanese influence to the rest of East Asia in this regard. 5) The course will also introduce the linguistic and cultural policies and politics on Chinese characters in modern Japan and China in an ideological perspective. 6) The cross cultural factors such like the East Asia's encounter with the West, and the influence by the linguistic nationalism of Europe also will be introduced. 7) Some essential key concepts will be introduced for a critical rethinking of the concept of "Chinese language" itself.

## 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 definition, position, role and major characteristics of the Chinese characters and literary Chinese in histories of East Asian countries like Korea, Vietnam and Japan.	30%	x	x	
2.	To give an account of the brief history of modern East Asian countries specially China from the perspective of Chinese written characters and literary Chinese.	20%	x	x	x
3.	Analyze critically how linguistic modernity has transformed modern history, scholarship and culture in East Asia including China from a perspective of linguistics and a global history.	20%	x	x	x
4.	Reflect critically on some key concepts concerning Chinese language and its relations to modernity in perspective of a global, in particular, an East Asian history.	30%		x	x
		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			
<b>Lecture</b>	1) Provide the students a basic understanding about the brief cultural history of Chinese characters as the common writing medium in pre-modern East Asian history. 2) Introduce the students how colonialism, linguistic and cultural nationalism, and modernism as well, have changed East Asian history and how the modern writing systems have transformed East Asian history and culture like Viet Nam, Korea, Japan and China. 3) Introduce nationalization of languages and cultures as the “Origin” of East Asia’s modernity. 4) Make the students learn to comprehend some important theoretical concepts to analyze history and cultures of East Asia. 5) Key concepts of Chinese language will be introduced.	x	x	x	x			2 hours/week
<b>Tutorial</b>	A number of tutorial groups will be formed. Each group is responsible for an oral presentation based on a selected topic. An individual written report based on the development of one’s own discoveries in the tutorial, rather than a single paper by all the group members, should be submitted for assessment. Students will have to be well prepared for each session and give feedback on fellow students’ presentations.	x	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	4			
Continuous Assessment: 100%							
<b>Tutorial presentations + an individual paper based on one's presentation topic submitted at the end of the semester</b>	x	x	x	x		35%	Initiating dialogues, degree of participation, demonstrating the evidence(s) of one's own discoveries and one's investigation of literature concerning the topic, etc. will be assessed. An individual paper based on one's presentation topic submitted at the end of the semester can be a development and revision of one's presentation topic.
<b>Test</b> Final test (1 hour) They will be tested on (1) the topics discussed throughout the course; (2) their critical opinions of specific issues related to the subject taught in the class.	x	x	x	x		45%	The form of multiple choices will not be taken in the test.
<b>In-class discussions that based on motivations of students' learnings.</b>	x	x	x	x		20%	The records of in-class discussions will be kept for an objective assessment.
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. Tutorial presentations + an individual paper based on one's presentation topic submitted at the end of the semester	A tutorial group is responsible for leading the class for discussions in an innovative way. A written report based on one's part in a group presentation should be submitted after the presentation and be assessed by the end of the semester. Demonstrating the evidence(s) of one's own discoveries, and one's investigation of concerning literature will be assessed. The development and revision(s) of one's presentation topic in one's individual paper will also be positively assessed.	1. Excellent command of knowledge in the subject.  2. Excellent critical thinking ability in reviewing research reports/research articles related to the subject.  3. Excellent application of theories in the subject.  4. Excellent ability in knowledge application  5. Excellent collaborative skills and interactions with classmates.	1. Good command of knowledge in the subject.  2. Good critical thinking ability in reviewing research reports/research articles related to the subject.  3. Good application of theories in the subject.  4. Good ability in knowledge application.  5. Good collaborative skills and interactions with classmates.	1. Marginal command of knowledge in the subject.  2. Marginal critical thinking ability in reviewing research reports/research articles related to the subject.  3. Marginal application of theories in the subject.  4. Marginally acceptable ability in knowledge application.  5. Marginally acceptable collaborative skills and interactions with classmates.	1. Unsatisfactory command of knowledge in the subject.  2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to the subject.  3. Unsatisfactory application of theories in the subject.  4. Unsatisfactory ability in knowledge application.  5. Unsatisfactory collaborative skills and interactions with classmates.
2. Test	A test will be given to evaluate students' understanding of the subject. They will be	1. Excellent command of knowledge in the subject.	1. Good command of knowledge in the subject.	1. Marginal command of knowledge in the subject.	1. Unsatisfactory command of knowledge in the subject.

	tested on (1) the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class. (3)The form of multiple choices will not be taken.	2. Excellent critical thinking ability in analysing the questions.  3. Excellent application of theories in the subject.  4. Excellent ability in knowledge application.	2. Good critical thinking ability in analysing the questions.  3. Good application of theories in the subject.  4. Good ability in knowledge application.	2. Marginal critical thinking ability in analysing the questions.  3. Marginal application of theories in the subject.  4. Marginally acceptable ability in knowledge application.	2. Unsatisfactory critical thinking ability in analysing the questions.  3. Unsatisfactory application of theories in the subject.  4. Unsatisfactory ability in knowledge application.
3. In-class discussions that based on motivations of students' learnings.	Performances in both lecture and tutorial classes. The records of in-class discussions will be kept for an objective assessment.	Excellent performances in both lecture and tutorial classes.	Good performances in both lecture and tutorial classes.	Marginally acceptable performances in both lecture and tutorial classes.	Unsatisfactory performances in both lecture and tutorial classes.

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. Tutorial presentations + an individual paper based on one's presentation topic submitted at the end of the semester	A tutorial group is responsible for leading the class for discussions in an innovative way. A written report based on one's part in a group presentation should be submitted	1. Excellent command of knowledge in the subject.  2. Excellent critical thinking ability in reviewing research	1. Good command of knowledge in the subject.  2. Good critical thinking ability in reviewing research reports/research	1. Fair command of knowledge in the subject.  2. Fair critical thinking ability in reviewing research reports/research	1. Marginal command of knowledge in the subject.  2. Marginal critical thinking ability in reviewing research reports/research	1. Unsatisfactory command of knowledge in the subject.  2. Unsatisfactory critical thinking ability in reviewing research reports/

	<p>after the presentation and be assessed by the end of the semester.</p> <p>Demonstrating the evidence(s) of one's own discoveries, and one's investigation of concerning literature will be assessed. The development and revision(s) of one's presentation topic in one's individual paper will also be positively assessed.</p>	<p>reports/research articles related to the subject.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application</p> <p>5. Excellent collaborative skills and interactions with classmates.</p>	<p>articles related to the subject.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with classmates.</p>	<p>articles related to the subject.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaboration with teammates and interactions with classmates.</p>	<p>articles related to the subject.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with classmates.</p>	<p>research articles related to the subject.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory collaborative skills and interactions with classmates.</p>
2. Test	<p>A test will be given to evaluate students' understanding of the subject. They will be tested on (1) the topics discussed throughout the course; (2) their critical opinions of certain issues related to the subject taught in the class. (3)The form of multiple choices will not be taken.</p>	<p>1. Excellent command of knowledge in the subject.</p> <p>2. Excellent critical thinking ability in analysing the questions.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application.</p>	<p>1. Good command of knowledge in the subject.</p> <p>2. Good critical thinking ability in analysing the questions.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application.</p>	<p>1. Fair command of knowledge in the subject.</p> <p>2. Fair critical thinking ability in analysing the questions.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application.</p>	<p>1. Marginal command of knowledge in the subject.</p> <p>2. Marginal critical thinking ability in analysing the questions.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>1. Unsatisfactory command of knowledge in the subject.</p> <p>2. Unsatisfactory critical thinking ability in analysing the questions.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application.</p>



<p>3. In-class discussions that based on motivations of students' learnings.</p>	<p>Performances in both lecture and tutorial classes. The records of in-class discussions will be kept for an objective assessment.</p>	<p>Excellent performances in both lecture and tutorial classes.</p>	<p>Good performances in both lecture and tutorial classes.</p>	<p>Satisfactory performances in both lecture and tutorial classes.</p>	<p>Marginally acceptable performances in both lecture and tutorial classes.</p>	<p>Unsatisfactory performances in both lecture and tutorial classes.</p>
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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.)*

Sinosphere; East Asian cultural sphere; East Asian history; Chinese written characters (*hanzi, hantu, hanja, kanji*); Chinese vernacular writing (*baihuawen*, or plain speech writing); literary Chinese (or classical Chinese, *wenyanwen, guwen, hanmun, Hán Văn, Kanbun*); localized East Asian classical written system (Sino-Korean writing system, Sino-Vietnamese writing and Sino-Japanese); Chinese orality and literacy; Chinese language in relation to Chinese literary history, or vice versa national language; colonization and language reform in East Asia; linguistic nationalism; linguistic modernist ideology; phoneticization; Westernized modernity, nationalism, and their relationship with phonocentrism.

#### **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