

**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**

**Course Title:** Chinese Literature and Fine Arts

**Course Code:** CAH5736

**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)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

Writers through the ages have used words to express and describe the world around them and their ideas, while artists have relied on visual elements to do so. This course aims to provide students with the convergence of Chinese literature and fine arts. It also aims to introduce students the intertextuality and regeneration between literary arts and fine arts as both of them are products of human spirit, representing in essence two sides of the same coin.

Upon completing the course, students will be able to discover the modes of expression of literary works and artworks, and analyze the features of their creative impulse from one mode to the other.

### 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 history and format of inscriptions on fine arts;	20%	✓	✓	
2.	Point out how stories tell in narrative and nonnarrative Chinese Paintings;	20%	✓	✓	
3.	Explain and discover the relationship between Chinese literature and fine arts;	20%	✓	✓	✓
4.	Discover and analyze the intertextual between literary themes and painting subjects;	20%	✓	✓	✓
5.	Evaluate contemporary creativities of literature in fine arts.	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 art and literary works are explained and discussed.</p> <p>The importance and influence of the selected works are highlighted.</p> <p>Discover and analyze by making use of the images of the art works, together with biography of the artists, their thought and art theories.</p>	✓	✓	✓	✓	✓	
Readings	Textbooks chapters, articles, primary resources on artworks, and supplementary materials.	✓	✓	✓	✓	✓	
Visual elements	Paintings, calligraphies, bronzes, ceramics and artworks in other medium.	✓	✓		✓	✓	
Tutorial and Assignment	<p>Students are requested to reveal the intertextuality between literary components and visual elements in artworks.</p> <p>Students are asked to examine how the artists have been inspired by literary works in their creations.</p> <p>Students are requested to re-interpret and evaluate the commentaries of the given works.</p>		✓	✓	✓	✓	

#### 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>In-class discussion</b> – Motivate students’ spirituality of learning, small group discussion, class exercises.	✓	✓	✓	✓	✓	15%	
<b>Group presentation</b> – Each tutorial group is required to make an oral presentation closely related to what they have acquired in lectures.		✓	✓	✓	✓	35%	
<b>Assignment</b> – 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.		✓	✓	✓	✓	50%	
Examination: 0%						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. <b>In-class discussion</b> – Motivate students’ spirituality of learning, small group discussion, class exercises.	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.	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.	Some evidence of: • 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.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
<p><b>2. Group presentation</b> – Each tutorial group is required to make a 40-minute oral presentation closely related to what they have acquired in lectures.</p>	<p>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>	<p>Strong evidence of:</p> <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 statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>Some evidence of:</p> <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 statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</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 clear explanation;</li> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</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 structure;</li> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
<p><b>3. Assignment –</b> 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.</p>	<p>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 analyze.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels as demanded;</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>• Sufficient and organized</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 as demanded;</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>• Sufficient and organized references</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally as demanded, 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, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>• Sentence fluency and diction is acceptable.</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/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over use of existing</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>references which can be utilized in accordance with the topic;</p> <ul style="list-style-type: none"> <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>which can be utilized in accordance with the topic;</p> <ul style="list-style-type: none"> <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>quotations and relevant research.</p>



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. <b>In-class discussion</b> – Motivate students’ spirituality of learning, small group discussion, class exercises.	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.	Strong evidence of: <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Some evidence of: <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>	Limited evidence of: <ul style="list-style-type: none"> <li>• Active in-class participation, listening comprehension, ability to participate in 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.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<p><b>2. Group presentation</b> – Each tutorial group is required to make a 40-minute oral presentation closely related to what they have acquired in lectures.</p>	<p>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>	<p>Strong evidence of:</p> <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 statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>Some evidence of:</p> <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 statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>Limited evidence of:</p> <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 statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</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 clear explanation;</li> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</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 structure;</li> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<p><b>3. Assignment –</b> 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.</p>	<p>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 analyze.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels as demanded;</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>• Sufficient and organized</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 as demanded;</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>• Sufficient and organized references</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 as demanded;</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>• Sufficient and organized references which can be utilized in accordance with</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally as demanded, 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, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>• Sentence fluency and diction is acceptable.</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/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over use of existing</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>references which can be utilized in accordance with the topic;</p> <ul style="list-style-type: none"> <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>which can be utilized in accordance with the topic;</p> <ul style="list-style-type: none"> <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 topic;</p> <ul style="list-style-type: none"> <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>quotations and relevant research.</p>

### 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.)

Scholar art, visual art, lyrical aesthetic, expression, Inscriptions, colophon, lyric aesthetics, painting, narrative illustration, nonnarrative paintings, calligraphy, wood block print, ceramic, lacquerware, carving, literature, poetry, song, ode, novel.

#### 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.)

1.	衣若芬，〈遊目騁懷：文學與美術的互文與再生〉，臺北市：里仁書局，2011。
2.	戴麗珠：《詩與畫之研究》，台北：Airiti Press Inc.，2009。
3.	Murck, Alfreda; Fong, Wen C. ed., <i>Words and Images: Chinese Poetry, Calligraphy, and Painting</i> , NY: The Metropolitan Museum of Art; Princeton: Princeton University Press, 1991.
4.	Cahill, James, <i>The lyric journey: poetic painting in China and Japan</i> , Cambridge, Mass: Harvard University Press, 1996.
5.	Steuber, Jason ed., <i>China: 3000 years of art and literature</i> , New York: Welcome Books, 2007.

##### 2.2 Additional Readings

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

1.	國立故宮博物院編輯委員會編，〈文學名著與美術特展〉，台北市：國立故宮博物院，2001。
2.	衣若芬，〈觀看·敘述·審美：唐宋題畫文學論集〉，臺北市：中央研究院中國文哲研究所，2004。
3.	Steuber, Jason, <i>China: 3000 years of art and literature</i> , New York: Welcome Books, 2007.
4.	陳邦彥等撰，〈歷代題畫詩類〉，上海：上海古籍出版社，1993。
5.	張金鑑，〈中國畫的題畫藝術〉，福州：福建美術出版社，1993。
6.	李栖，〈兩宋題畫詩論〉，台北市：學生書局，1994。