City University of Hong Kong Course Syllabus

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

Part I Course Over	view
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

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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	Disco	very-en	riched
		(if	curricu	ılum re	lated
		applicable)	learnin	ng outco	omes
			(please	e tick	where
			approp	oriate)	
			AI	A2	A3
1.	Recognize the history and format of inscriptions on fine	20%	✓	✓	
	arts;				
2.	Point out how stories tell in narrative and nonnarrative	20%	✓	✓	
	Chinese Paintings;				
3.	Explain and discover the relationship between Chinese	20%	✓	✓	✓
	literature and fine arts;				
4.	Discover and analyze the intertextual between literary	20%	✓	✓	✓
	themes and painting subjects;				
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.

Teaching and Learning Activities (TLAs) (TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO	O No.				Hours/week (if
	-	1	2	3	4	5	applicable)
Lecture	Learning through teaching is mainly based on lectures. The origins and structures of the selected art and literal works are explained and discussed. The importance and influence of the selected works are highlighted. Discover and analyze by making use of the images of the art works, together with biography of the artists, their thought and art theories.	•	•	✓	✓	√	
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	Students are requested to reveal the intertextuality between literary components and visual elements in artworks. Students are asked to examine how the artists have been inspired by literary works in their creations. Students are requested to re-interpret and evaluate the commentaries of the given works.		√	V	V	✓	

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CII	CILO No.				Weighting Remarks
	1	2	3	4	5	
Continuous Assessment: 100%						
In-class discussion –	✓	✓	✓	✓	✓	15%
Motivate						
students' spirituality of						
learning, small						
group discussion, class						
exercises.						
Group presentation – Each		✓	✓	✓	✓	35%
tutorial group is required to						
make an oral presentation						
closely related to what they						
have acquired in lectures.						
Assignment – Students are		✓	✓	✓	✓	50%
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.						
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	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
1. In-class discussion— 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	Good	Marginal	Failure
Assessment Task	Critchon	(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
2. Group presentation –	This assessment	Strong evidence	Some evidence	• Loose	• Limited
Each tutorial group is required to make a 40-minute oral presentation closely related to what they have acquired in lectures.	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: 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 timemanagement. 	 Some evidence of: 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 timemanagement. 	 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. 	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.

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
rissessificiti Tusk	Citton	(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
3. Assignment –	This assessment	Strong evidence	Some evidence	• Adequate	Vague and
Students are responsible	will be graded on	of:	of:	content, ability	devoid of
to explore the literary	content,	• Rich content,	• Rich content,	to integrate	content, weak
features in the given	organization and	ability to	ability to	resources	ability to
works or evaluate the	fluency. Students	integrate	integrate	generally as	integrate limited
commentaries on the	should	various	various	demanded,	resources;
selected works by using	demonstrate the	resources into	resources into	limited or	• Loose
the methods explained in	ability to utilize	primary and	primary and	irrelevant use of	organization,
lectures and recognized	primary and	secondary	secondary	resources;	without distinct
in tutorials.	secondary	levels as	levels as	• Loose	primary and
	sources, build up	demanded;	demanded;	organization;	secondary
	argument and	 Rigorous 	 Rigorous 	 Ability to 	levels;
	analyze.	organization,	organization,	express relevant	• Unsystematic
		coherent	coherent	points to the	ideas which
		structure,	structure,	subject matter;	cannot express
		systematic	systematic	 References are 	the subject
		composition;	composition;	insufficient,	matter or
		• Clear and	 Clear and 	ability to	relevant themes;
		integrated	integrated	provide some	• Summary of
		ideas which	ideas which	reasonable	references, no
		can keep to	can keep to	personal	personal idea
		the point,	the point,	comments, but	and/ or
		clear-cut	clear-cut	no clear	unreasonable
		subject,	subject,	demonstration;	comment;
		distinct	distinct	• Sentence	 Seriously
		themes,	themes,	fluency and	insufficient/ no
		ability to	ability to	diction is	reference;
		interpret the	interpret the	acceptable.	Although
		opinions	opinions		expression is not
		effectively;	effectively;		clear, part of the
		 Sufficient 	 Sufficient and 		idea can be
		and	organized		identified; over
		organized	references		use of existing

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-,C+,C)	(F)
			which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context,	e e	

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
1. In-class discussion-	This assessment	Strong evidence	Some evidence	Limited evidence	Marginally	Fail to meet
Motivate	will be graded on	of:	of:	of:	satisfies the basic	minimum
Motivate students' spirituality of learning, small group discussion, class exercises.	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.	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.	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.	of: • Active in-class participation, listening comprehension, ability to participate in class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials.	satisfies the basic requirements of the participation.	minimum requirements of participation.

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Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
2. Group presentation –	This assessment	Strong evidence	Some evidence	Limited evidence	• Loose	• Limited
Each tutorial group is	will be graded on	of:	of:	of:	organization, but	familiarity with
required to make a	content and	• Rich content,	• Rich content,	• Rich content,	acceptable	the facts of the
40-minute oral	fluency of	excellent grasp	excellent grasp	excellent grasp	identified	reading and its
presentation closely	presentation. The	of the	of the	of the materials	content;	surface
related to what they have	individual or	materials with	materials with	with in-depth or	 Adequate 	relations,
acquired in lectures.	group delivering	in-depth or	in-depth or	extensive	understanding of	unsystematic
	presentation must	extensive	extensive	knowledge of	the reading and	ideas which
	have thoroughly	knowledge of	knowledge of	the subject	indication of	cannot express
	studied and	the subject	the subject	matter;	grasp of the	the subject
	researched their	matter;	matter;	• Rigorous	general ideas,	matter or
	topic and worked	 Rigorous 	 Rigorous 	organization,	limited or	relevant themes;
	as a team on the	organization,	organization,	coherent	irrelevant use of	• Loose
	collection,	coherent	coherent	structure,	reading	organization,
	reading,	structure,	structure,	balanced	materials;	without distinct
	selection,	balanced	balanced	composition;	• Simple and	primary and
	integration,	composition;	composition;	• Critical	unilateral	secondary
	analysis of the	• Critical	• Critical	analysis,	comments,	structure;
	resources. They	analysis,	analysis,	convincing	without clear	Devoid of
	require showing	convincing	convincing	statement and	explanation;	personal
	their abilities to	statement and	statement and	creative	Acceptable	comment and/or
	lead the	creative	creative	comment;	pronunciation	unreasonable
	classmates into	comment;	comment;	• Superior	and expression;	opinion;
	participating in	• Superior	• Superior	presentation	few of mistakes	• Softly voice,
	the discussion.	presentation	presentation	skills: distinct	in diction, but no	indistinct
	the discussion.	skills: distinct	skills: distinct		,	
				pronunciation,	influence to	pronunciation
		pronunciation,	pronunciation,	fluent	general delivery.	and improper
		fluent	fluent	expression and		diction,
		expression and	expression and	appropriate		seriously over
		appropriate	appropriate	diction, exact		time.
		diction, exact	diction, exact	time-manageme		
		time-	time-	nt.		
		management.	management.			

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
3. Assignment – Students are responsible to explore the literary features in the given works or evaluate the commentaries on the	This assessment will be graded on content, organization and fluency. Students should	Strong evidence of: • Rich content, ability to integrate various	Some evidence of: • Rich content, ability to integrate various	Limited evidence of: • Rich content, ability to integrate various	• Adequate content, ability to integrate resources generally as demanded,	Vague and devoid of content, weak ability to integrate limited
selected works by using the methods explained in lectures and recognized in tutorials.	demonstrate the ability to utilize primary and secondary sources, build up argument and analyze.	resources into primary and secondary levels as demanded; • Rigorous organization, coherent	resources into primary and secondary levels as demanded; • Rigorous organization, coherent	resources into primary and secondary levels as demanded; • Rigorous organization, coherent	limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the	resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which
		structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the	structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the	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	subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable.	cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable comment; • Seriously insufficient/ no reference; • Although
		opinions effectively; • Sufficient and organized	opinions effectively; • Sufficient and organized references	organized references which can be utilized in accordance with		expression is not clear, part of the idea can be identified; over use of existing

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
		references	which can be	the topic;		quotations and
		which can be	utilized in	• Exact and fluent		relevant
		utilized in	accordance	expression,		research.
		accordance	with the topic;	good sense of		
		with the	Exact and	context, ability		
		topic;	fluent	to use various		
		Exact and	expression,	writing skills to		
		fluent	good sense of	make the paper		
		expression,	context,	convincing with		
		good sense of	ability to use	proper diction.		
		context,	various			
		ability to use	writing skills			
		various	to make the			
		writing skills	paper 			
		to make the	convincing			
		paper	with proper			
		convincing	diction.			
		with proper				
		diction.				

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, China: 3000 years of art and literature, 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。