

**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:** Selected Authors of Modern and Contemporary Chinese Literature

**Course Code:** CAH2104

**Course Duration:** 1 semester

**Credit Units:** 3 credits

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**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)* CTL2104 Selected Authors of Modern and Contemporary Chinese Literature

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course is designed to involve students in the process of canonization by reading and analysing the major works of some key authors of modern and contemporary China. Students will be trained to survey the themes, styles and contexts of the works, with which they proceed to debate how and why they are qualified for canonization. In our discussion, interpretation and reinterpretation force all the selected texts to undergo a cycle of constructing and deconstructing meanings, providing space for rethinking their legitimacy and durability.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the themes, styles and contexts of the selected works.	30%	√		
2.	Examine the established interpretations and generate new findings.	35%	√	√	√
3.	Organize debate on issues pertaining to interpretation of the works of the authors studied.	35%	√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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		
Lectures	The lectures discuss the salient features of the canonized works of key writers and their received interpretations.	√	√					2 hours per week
Tutorials	Students are required to study and present a critical review of the assigned passages. The lecturer will assess and comment on their ideas and performance.	√	√	√				1 hour per week
Term paper	To submit a well researched term paper on a topic related to the	√	√	√				10-week preparation

	course.							period
--	---------	--	--	--	--	--	--	--------

#### 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%								
Tutorial presentation, paying special attention to initiating critical thinking and honing debate skills.	√	√	√				40%	
1 term paper (max 4000 words with in-depth discussion on the assigned topic, good footnoting and bibliography).	√	√	√				40%	
Attendance and involvement in class discussions.	√	√					20%	
Examination: - (duration: - )								
							100%	

\* The weightings should add up to 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)
Tutorial presentation	<ol style="list-style-type: none"> <li>1. Clear understanding of the assigned readings.</li> <li>2. Structure of presentation.</li> <li>3. Logic of argument.</li> <li>4. Ability to discover new issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Excellent command of knowledge of essential aspects of the course content</li> <li>2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings.</li> <li>3. Excellent oral and written presentation skills to demonstrate deliberation of the subject.</li> </ol>	<ol style="list-style-type: none"> <li>1. Good command of knowledge of essential aspects of the assigned topics and readings.</li> <li>2. Good linguistic competence to explain and assess the main arguments of the assigned readings.</li> <li>3. Good oral and written presentation skills to demonstrate deliberation of the subject.</li> <li>4. Good reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	<ol style="list-style-type: none"> <li>1. Adequate command of the assigned topics and readings.</li> <li>2. Fair linguistic competence to describe the arguments of the assigned readings.</li> <li>3. Acceptable oral and written presentation skills to illustrate general view of the subject</li> <li>4. Fair reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	<ol style="list-style-type: none"> <li>1. Familiarity with the assigned topics and readings.</li> <li>2. Able to describe some important points of the assigned readings.</li> <li>3. Marginal ability and skills to illustrate general view of the subject.</li> <li>4. Marginal reflective and discovery ability to address new issues pertaining to the subject.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fail to organise a presentation.</li> </ol>
1 term paper	<ol style="list-style-type: none"> <li>1. Ability to find and compile research materials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Excellent command of knowledge of</li> </ol>	<ol style="list-style-type: none"> <li>1. Good command of knowledge of essential</li> </ol>	<ol style="list-style-type: none"> <li>1. Adequate command of the assigned topics</li> </ol>	<ol style="list-style-type: none"> <li>1. Familiarity with the assigned topics and readings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fail to submit the paper or do not follow the</li> </ol>

	<ul style="list-style-type: none"> <li>2. Clear understanding of the assigned topic.</li> <li>3. Structure of presentation.</li> <li>4. Logic of argument.</li> <li>5. Ability to discover new issues.</li> </ul>	<ul style="list-style-type: none"> <li>essential aspects of the course content</li> <li>2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings.</li> <li>3. Excellent written presentation skills to demonstrate deliberation of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>aspects of the assigned topics and readings.</li> <li>2. Good linguistic competence to explain and assess the main arguments of the assigned readings.</li> <li>3. Good oral and written presentation skills to demonstrate deliberation of the subject.</li> <li>4. Good reflective and discovery ability to address new issues pertaining to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>and readings.</li> <li>2. Fair linguistic competence to describe the arguments of the assigned readings.</li> <li>3. Acceptable oral and written presentation skills to illustrate general view of the subject</li> <li>4. Fair reflective and discovery ability to address new issues pertaining to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>2. Able to describe some important points of the assigned readings.</li> <li>3. Marginal ability and skills to illustrate general view of the subject.</li> <li>4. Marginal reflective and discovery ability to address new issues pertaining to the subject.</li> </ul>	<ul style="list-style-type: none"> <li>instructions given to writing the paper.</li> </ul>
Attendance and involvement in class discussions.	<ul style="list-style-type: none"> <li>1. Diligent</li> <li>2. Initiative</li> </ul>	<ul style="list-style-type: none"> <li>1. Attended all classes and involve actively in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Attended more than two third of the classes and involve actively in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Attended half of the classes and involve in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Attended less than half but more than one third of the classes and involve in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>1. Attended less than one third of the classes and does not involve in discussions.</li> </ul>

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

Modern and contemporary Chinese writers, Lu Xun, Zhou Zuoren, Mao Dun, Lao She, Shen Congwen, Zhang Ailing, Lin Yutang, Qian Zhongshu, Liang Shiqiu, Wang Meng, Mo Yan, Zhang Jie, Jia Pingwa, A Cheng, Yu Hua, Wang Anyi, canonization, tradition, iconoclasm, interpretation and reinterpretation.

**Note:** Not all of the above authors and keywords are necessarily covered in the semester. It depends on the teaching focuses of lecturers who take charge of the course.

#### 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.	錢理群等編:《中國現代文學三十年》(北京:北京大學出版社,1998年)
2.	陳思和主編:《當代大陸文學史教程:1949-1999》(台北:聯合文學,2001年)
3.	劉俐俐:《中國現代經典短篇小說文本分析》(北京:北京大學出版社,2006年)
4.	李歐梵:《鐵屋中的吶喊》(石家莊:河北教育出版社,2001年)
5.	陳靜宜:《張愛玲長篇小說的女性書寫》(台北:文津出版社,2005年)
6.	孟悅、戴錦華:《浮出歷史地表:中國現代女性文學研究》(台北:時報文化,1993年)
7.	魯迅:《魯迅全集》(北京:人民文學出版社,2005年)
8.	費秉勛:《賈平凹論》(臺北:水牛出版社,1992年)
9.	張志忠:《莫言論》(北京:北京聯合出版公司,2012年)
10.	付艷霞:《莫言的小說世界》(北京:中國文史出版社,2012年)

##### 2.2 Additional Readings

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

汪暉:《反抗絕望 - 魯迅及其文學世界》(河北教育出版社,2000年)

王潤華:《魯迅小說新論》(臺北:東大圖書公司,1992年)

林幸謙:《張愛玲論述:女性主題與去勢模擬書寫》(台北:洪葉文化,1996年)

曾令存:《賈平凹散文研究》(北京:中國社會科學出版社,2003年)

韓魯華:《精神的映像:賈平凹文學創作論》(北京:中國社會科學出版社,2003年)