

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2018/19

Part I Course Overview

Course Title: Selected Readings in Classical Chinese Essays

Course Code: CAH2105

Course Duration: One Semester

Credit Units: 3

Level: B2

Arts and Humanities

Study of Societies, Social and Business Organisations

Proposed Area:
(for GE courses only)

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) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to provide students with essential knowledge and appreciation of essay writing in classical Chinese literature. Focusing on a range of texts with various themes and from different dynasties, the course will develop students' skills of reading and analysis of classical Chinese essay, and students will be encouraged to undertake wider reading to aid their understanding of the essays studied.

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.	Identify the development, characteristics, and subgenres of classical Chinese essay.	30%	✓	✓	✓
2.	Recognize styles, dictions and achievements of selected essays.	30%	✓	✓	✓
3.	Explore essays with different styles and from different dynasties.	20%	✓	✓	✓
4.	Communicate their exploration clearly, coherently and accurately in their own way.	20%	✓	✓	✓
		100%			

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

[#] 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			
Lecture	Historical development, characteristics, subgenres, styles of classical Chinese essay will be explained in lecture. Selected texts will be discussed in order to recognize	✓	✓	✓				Two hours per week

	different styles and achievements of classical essay.							
Tutorial	A number of tutorial groups are formed. Each group is responsible for one oral presentation with a written report on exploring classical essays with different themes and styles.	✓	✓	✓	✓			One hour per week
Assignments	Students are required to analyse selected essays and writers with appropriate approaches and perspectives.	✓	✓	✓	✓			

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%						
Class Participation and Assignments (30%): Students are required to analyse and discuss selected essays, complete class exercises given in the lectures.	✓	✓	✓		30%	
Presentation (20%) & Presentation Materials (10%): Each tutorial group is responsible to analyse chosen essays and lead the class for discussion. They also need to submit a Presentation Materials (e.g. PPT and other supporting materials) during the presentation.	✓	✓	✓	✓	30%	
Final Paper (40%) Group members should also complete a written report (around 3000 words per student) covering their exploration by the end of the semester.	✓	✓	✓	✓	40%	
Examination: - (duration: -)						
* The weightings should add up to 100%.					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)
1. Class Participation and Assignments	1. Knowledge of the subject 2. Critical thinking ability in reviewing relevant researches 3. Application of relevant theories. 4. Ability in knowledge application.	1. Excellent command of knowledge in classical Chinese essay. 2. Excellent critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Excellent application of theories in studying classical Chinese essay. 4. Excellent ability in knowledge application.	1. Good command of knowledge in classical Chinese essay. 2. Good critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Good application of theories in studying classical Chinese essay. 4. Good ability in knowledge application.	1. Fair command of knowledge in classical Chinese essay. 2. Fair critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Fair application of theories in studying classical Chinese essay. 4. Fair ability in knowledge application.	1. Marginal command of knowledge in classical Chinese essay. 2. Marginal critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Marginal application of theories in studying classical Chinese essay. 4. Marginally acceptable ability in knowledge application.	1. Unsatisfactory command of knowledge in classical Chinese essay. 2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Unsatisfactory application of theories in studying classical Chinese essay. 4. Unsatisfactory ability in knowledge application.
2. Presentation & Presentation Materials	1. Knowledge of the subject 2. Critical thinking ability in reviewing relevant researches 3. Application of relevant theories. 4. Ability in	1. Excellent command of knowledge in classical Chinese essay. 2. Excellent critical thinking ability in reviewing research reports/research	1. Good command of knowledge in classical Chinese essay. 2. Good critical thinking ability in reviewing research reports/research articles related to	1. Fair command of knowledge in classical Chinese essay. 2. Fair critical thinking ability in reviewing research reports/research articles related to	1. Marginal command of knowledge in classical Chinese essay. 2. Marginal critical thinking ability in reviewing research reports/research articles related to	1. Unsatisfactory command of knowledge in classical Chinese essay. 2. Unsatisfactory critical thinking ability in reviewing research reports/research articles

	<p>knowledge application.</p> <p>5. Collaborative skills and interaction with classmates</p> <p>6. The quality of the presentation materials</p>	<p>articles related to classical Chinese essay.</p> <p>3. Excellent application of theories in studying classical Chinese essay.</p> <p>4. Excellent ability in knowledge application</p> <p>5. Excellent collaborative skills and interactions with the fellow classmates.</p> <p>6. Outstanding quality of the presentation materials.</p>	<p>classical Chinese essay.</p> <p>3. Good application of theories in studying classical Chinese essay.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with the fellow classmates.</p> <p>6. Good quality of the presentation materials.</p>	<p>classical Chinese essay.</p> <p>3. Fair application of theories in studying classical Chinese essay.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaboration with teammates and interactions with the fellow classmates.</p> <p>6. Fair quality of the presentation materials.</p>	<p>classical Chinese essay.</p> <p>3. Marginal application of theories in studying classical Chinese essay.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with the fellow classmates.</p> <p>6. Low quality of the presentation materials.</p>	<p>related to classical Chinese essay.</p> <p>3. Unsatisfactory application of theories in studying classical Chinese essay.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory collaborative skills and interactions with the fellow classmates.</p> <p>6. Unsatisfactory quality of the presentation materials.</p>
3. Final Paper	<p>The abilities</p> <p>1. to apply what they have learnt in this course</p> <p>2. to describe and analyse their own arguments</p> <p>3. to challenge assumptions</p> <p>4. to combine all useful materials,</p>	<p>Excellent ability in</p> <p>1. applying what they have learnt in this course</p> <p>2. in describing and analyse their own arguments</p> <p>3. in challenging assumptions</p> <p>4. in combining all useful materials,</p>	<p>Good ability in</p> <p>1. applying what they have learnt in this course</p> <p>2. in describing and analyse their own arguments</p> <p>3. in challenging assumptions</p> <p>4. in combining all useful materials,</p>	<p>Fair ability in</p> <p>1. applying what they have learnt in this course</p> <p>2. in describing and analyse their own arguments</p> <p>3. in challenging assumptions</p> <p>4. in combining all useful materials,</p>	<p>Limited ability in</p> <p>1. applying what they have learnt in this course</p> <p>2. in describing and analyse their own arguments</p> <p>3. in challenging assumptions</p> <p>4. in combining all useful materials,</p>	<p>Fail</p> <p>1. to apply what they have learnt in this course</p> <p>2. to describe and analyse their own arguments</p> <p>3. to challenge assumptions</p> <p>4. to combine all useful materials,</p>

	<p>explain the issues and write a conclusion</p> <p>5. to reflect on the study material and assess its values</p> <p>6. to write a paper that is well-structured, well-organised and creative.</p>	<p>explaining the issues and writing a solid conclusion</p> <p>5. in reflecting on the study material and assess its values</p> <p>6. in writing a paper which is well-structured, well-organised and creative.</p>	<p>explaining the issues and writing a reasonable conclusion</p> <p>5. in reflecting on the study material and assess its values</p> <p>6. in writing a paper which is well-structured, well-organised and creative.</p>	<p>explaining the issues and writing a reasonable conclusion</p> <p>5. in reflecting on the study material and assess its values</p> <p>6. in writing a paper which is well-structured, well-organised and creative.</p>	<p>explaining the issues and writing a reasonable conclusion</p> <p>5. in reflecting on the study material and assess its values</p> <p>6. in writing a paper which is well-structured, well-organised and creative.</p>	<p>explain the issues and write a conclusion</p> <p>5. to reflect on the study material and assess its values</p> <p>6. to write a paper that is well-structured, well-organised and creative.</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.)

Classical Chinese essay, Classical style, Parallel style

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.)

Chapters taken from the following books

1.	高步瀛選注：《兩漢文舉要》，北京：中華書局，1990年。
2.	高步瀛選注：《唐宋文舉要》，香港：中華書局，1976年。
3.	曾國藩選纂，宋晶如、章榮注釋：《經史百家雜鈔》，臺北：世界書局，1972年。

2.2 Additional Readings

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

1.	郭預衡編：《中國散文史》，上海：上海古籍出版社，1986年。
2.	姜書閣：《駢文史論》，北京：人民文學出版社，1986年。