

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: Modern Chinese Literature

Course Code: CAH2140

Course Duration: 1 semester

Credit Units: 3 credits

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL2140 Modern Chinese Literature
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

(1) to develop students' ability to analyse and appreciate writings in modern Chinese literature; (2) to develop students' ability to analyze the nature and development of modern Chinese literature from social, political, philosophical and aesthetic perspectives; and (3) to assist students in discovering new issues concerning modern Chinese literature.

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 features and style of literary writing after the May Fourth Movement in 1919.		√	√	
2.	Describe the trend of thought in literature.			√	√
3.	Analyze the cause of modern Chinese literature from the national socio-political and Western cultural perspectives.		√	√	√
4.	Apply the concepts and features of modern literature to analyze the features and formation of modern Chinese language.		√	√	√
5.	Reflect on how the modern Chinese literature is related to life and discover a new way of treating the subject.		√	√	√
		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	5	
Lecture	Explain and clarify the important concepts of literature, features of modern literary works, social and political impacts on modern literary issues. This will alert students' attention to appreciating modern Chinese literature and	√	√	√		√	Two hours per week

	prepare them for discovery of further issues related to the subject.							
Tutorial	Assign articles or chapter of book for group or individual presentation to test the students' ability to articulate, organize and argue on specific topics, as well as to think creatively through their exchange of ideas with the lecturer and classmates.		√	√	√	√		One hour per 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	5		
Continuous Assessment: 50%							
Tutorial Presentations	√	√	√	√	√	50%	
Examination: 50% (duration: 2 hours)							
* 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. Tutorial Presentations	Tutorial presentations to show command of the knowledge provided in the assigned readings, as well as ability to discover new issues pertaining to the topics of discussion.	<ol style="list-style-type: none"> 1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent oral and written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Unable to give a satisfactory tutorial presentation.

2. Examination	A final examination on the content taught in class (closed book, 2 hours) to assess students' knowledge and ability in describing, analyzing and reflecting on the subject and the related issues discovered during the course.	<ol style="list-style-type: none"> 1. Excellent command of knowledge of essential aspects of the course content. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent oral and written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Good command of knowledge of essential aspects of the course content. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. <p>Good reflective and discovery ability to address new issues pertaining to the subject.</p>	<ol style="list-style-type: none"> 1. Adequate command of the course content. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Familiarity with the subject matter. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Unable to answer the examination questions.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Modern Chinese literature, the May Fourth Movement in 1919, literature in China from 1917 to 1949; language and style, rhetorical devices, form and structure of literary works, trends of thought in literature; literary societies.

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.)

- 公木:《新詩鑒賞辭典》(上海:上海辭書出版社,1991年)
黃修己:《中國現代文學發展史》(北京:中國青年出版社,1998年)
孔範今主編:《二十世紀中國文學史》上、下冊(濟南:山東文藝出版社,1997年)
李歐梵:《現代性的追求》(台北:麥田出版股份有限公司,1996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)
劉禾著,宋偉杰等譯:《跨語際實踐:文學,民族文化與被譯介的現代性(中國,1900-1937)》(北京:三聯書店,2002年)
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)
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)
《世紀之交論魯迅》(南京:江蘇教育出版社,1999年)
孫玉石主編:《中國現代詩導讀》(北京:北京大學出版社,1990年)
盛瑛主編:《二十世紀中國女性文學史》上、下卷(天津:天津人民出版社,1995年)
王曉明主編:《二十世紀中國文學史論》(上海:東方出版中心,2003年)
夏志清:《中國現代小說史》(香港:中文大學出版社,2001年)
朱金順主編:《中國現代文學史》(北京:北京師範大學出版社,1996年)

2.2 Additional Readings

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

- 曹而雲:《白話文體與現代性》(上海:三聯書店,2006年)
范培松:《中國現代散文史》(南京:江蘇教育出版社,1993年)
李歐梵:《中國現代作家的浪漫一代》(北京:新星出版社,2005年)
錢理群、王得后《魯迅小說全編》(杭州:浙江文學出版社,1991年)
李振聲:《張愛玲作品欣賞》(南寧:廣西教育出版社,1994年)
溫儒敏主編:《郁達夫名作欣賞》(北京:中國和平出版社,1998年)
張炯、王淑秧主編:《丁玲名作欣賞》(北京:中國和平出版社,1998年)