

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: Sources of Chinese Tradition

Course Code: CAH2610

Course Duration: 1 Semester

Credit Units: 3

Level: B2

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction:

[#]For the Chinese cluster: Chinese
^{##}For the English cluster: English

Medium of Assessment:

[#]For the Chinese cluster: Chinese
^{##}For the English cluster: English

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

[#] The Chinese cluster is specifically for students who will select the Chinese stream.

^{##}The English cluster is for students who will select the History as well as the Cultural Heritage streams.

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course explores major Chinese classic works, as well as their historical context, genre and major characteristics. Studying the classics is the best and effective way to understand the core values of Chinese traditional culture which form the basis of the minds and behaviours of the Chinese people at large, both past and present. In addition, all selected works are written in traditional Chinese. It aims to enhance students' Chinese ability in order to provide a good foundation for their learning in the forthcoming four years.

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. | Recognise Chinese classic works and their historical context, genre and major characteristics | 25% | | ✓ | |
| 2. | Explain the contents of ancient Chinese texts | 25% | ✓ | ✓ | |
| 3. | Identify the grammar, sentence structure and common vocabulary of ancient Chinese texts | 20% | ✓ | ✓ | |
| 4. | Analyse the core values and ethics of Chinese culture | 30% | ✓ | ✓ | ✓ |

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

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 | | | |
| 1. Lectures | Students will be taught the historical context, genre and major characteristics of a selected classic work at each lecture. A series of discussion questions | ✓ | ✓ | ✓ | ✓ | | | |

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| | <p>will be posted on the course website in advance that will be used during the lecture time in order to inspire students to think and express their opinions in class.</p> <p>Students are also required to carry out reflective writing on what they have learnt in class.</p> | | | | | | | |
| 2. Tutorials | <p>All tutorials are topic-oriented. Students are expected to study the assigned readings in advance, and all of them will take turns to be the presenter and lead the discussion throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Both the oral and written presentations will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation.</p> | ✓ | ✓ | ✓ | ✓ | | | |
| 3. Written Assignments | <p>Written assignments will put into practice the various persuasive techniques taught in class. This task is both a test on students' understandings of the ancient texts and an effective way to enhance students' Chinese writing skills.</p> | ✓ | ✓ | ✓ | | | | |
| 4. Reading | <p>Books and articles related to the topic.</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 | | | |
| Continuous Assessment: 100% | | | | | | | |
| 1. Class participation: Students are required to respond to questions and finish a summary | ✓ | ✓ | ✓ | | | 20% | |

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| <p>in lecture. They are also required to actively participate in discussion, ask questions, express their ideas and offer insightful comments in tutorials.</p> <p>Students need to answer open-end questions related to lecture in class. Students should demonstrate excellent preparation and very active involvement, offer analysis, synthesis, and evaluation of teaching materials, as well as contribute in a very significant way to ongoing discussion.</p> | | | | | | | | |
| <p>2. Final Paper (around 3000 words): Students must submit a final paper on a selected topic at the end of the semester. The paper must be original, insightful and well-written in academic form. The emphasis is on innovation and being critical to advance knowledge for the study of Chinese, cultural heritage and history.</p> | ✓ | ✓ | ✓ | | | | 30% | |
| <p>3. Written Assignments: students are required to submit two written assignments designed by teachers such as annotation and interpretation.</p> | | | | ✓ | ✓ | | 30% | |
| <p>4. Presentation: Students should present information in logical, interesting sequence which audience can follow. They should demonstrate full knowledge with explanations and elaboration.</p> | | | | ✓ | ✓ | | 20% | |
| <p>Examination: - (duration: -)</p> | | | | | | | | |
| <p>* The weightings should add up to 100%.</p> | | | | | | | | 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) |
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| 1. Class Participation | This part will grade on students' performance in learning activities. They have to respond to questions and finish summaries in lectures. They are also required to actively participate in discussions, express their ideas and offer insightful comments in tutorials. Students have to show their pre-class preparation. | <p>Excellent Strong evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. • Insightful and constructive comments | <p>Some evidence of :</p> <ul style="list-style-type: none"> • 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. • Insightful and constructive comments | <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. • Insightful and constructive comments | Marginally satisfies the basic requirements of the participation. | Fail to meet minimum requirements of participation |
| 2. Final Paper | This assessment will grade on content, organization and fluency. Students should demonstrate | <p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources | <p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources | <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to | <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based | <ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; |

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| | the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively. | <p>into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. | <p>into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <p>integrate various resources into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <p>on demand, limited or irrelevant use of resources;</p> <ul style="list-style-type: none"> • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. | <ul style="list-style-type: none"> • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research. |
| 3. Written Assignments | This assessment will grade on content, organization and | <p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate | <p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate | <p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, | <ul style="list-style-type: none"> • Adequate content, ability to integrate resources | <ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate |

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| | <p>fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.</p> | <p>various resources into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction. | <p>various resources into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <p>ability to integrate various resources into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • ability to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. | <p>generally based on demand, limited or irrelevant use of resources;</p> <ul style="list-style-type: none"> • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. | <p>limited resources ;</p> <ul style="list-style-type: none"> • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research. |
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| 4. Presentation | <p>This assessment will grade on content and fluency of presentation as well as the well organised and coherent of the assignment. The 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, to explain with Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition and to criticize and</p> | <p>Strong evidence of:</p> <ul style="list-style-type: none"> • 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 time-management | <p>Some evidence of:</p> <ul style="list-style-type: none"> • 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 time-management. | <p>Limited evidence of:</p> <ul style="list-style-type: none"> • 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 time-management | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Limited 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. |
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| | analysis with convincing statement and creative comment. | | | | | |
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Aesthetics, Buddhism, Canon, Chinese Culture, Confucianism, Daoism, Life Philosophy, Life Preservation, Politics, Sensibility, Strategy, Wisdom, The Cultivation of the Soul

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.)

Chinese Cluster:

Chapters taken from the following books

王先謙、劉武，《莊子集解·莊子集解內篇補正》，北京：中華書局，1987。

吳競撰，謝保成集校，《貞觀政要集校》，北京：中華書局，2003。

計成，《園冶》，上海：上海古籍出版社，1995。

陳子展撰述，范祥雍、杜月村校閱，《詩經直解》，上海：復旦大學出版社，1983。

陳奇猷，《韓非子新校注》，上海：上海古籍出版社，2000。

慧能著，郭朋校釋，《壇經校釋》，北京：中華書局，1983。

朱自振、鄭培凱主編，《中國歷代茶書匯編校注本》，香港：商務印書館，2007。

蔡仲德注譯，《中國音樂美學史資料注譯》，北京：人民音樂出版社，1990。

文震亨著；海軍、田君注釋，《長物志圖說》，濟南：山東畫報出版社，2004。

張萬起、劉尚慈譯注，《世說新語譯注》，北京：中華書局，1998。

袁采著，賀恒禎、楊柳注釋，《袁氏世範》，天津：天津古籍出版社，1995。

English Cluster:

William Theodore de Bary, Irene Bloom and Joseph Adler, *Sources of Chinese Tradition*, Vol. 1, New York: Columbia University Press, 1999.

William Theodore de Bary and Richard Lufrano, *Sources of Chinese Tradition*, Vol. 2, New York: Columbia University Press, 1999.

2.2 Additional Readings

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

杜維明，《現代精神與儒家傳統》，北京：三聯書店，1996。

余英時，《中國傳統思想的現代詮釋》，台北：聯經，1987。

Chan Wing-tsit, *A Source Book in Chinese Philosophy*, Princeton: Princeton University Press, 1969.

Patricia Buckley Ebrey, *Chinese Civilization: A Sourcebook*, 2nd Ed, New York: The Free Press, 1993.