

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: Classical Chinese

Course Code: CAH3131

Course Duration: 1 semester

Credit Units: 3 credits

Level: B3

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) CTL2130 Modern Chinese
CAH2130 Modern Chinese

Equivalent Courses:
(Course Code and Title) CTL3131 Classical Chinese

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to help students acquire a comprehensive, basic knowledge of the Classical Chinese language and to introduce them to the general principles of analysing selected essays written in classical Chinese, using a learning discovery approach.

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.	Demonstrate a command of sufficient vocabulary to understand classical Chinese	60%	√	√	√
2.	Apply fundamental analytic methods to discover the grammatical rules in classical Chinese	20%	√	√	√
3.	Make use of reference books, such as <i>Shuowen Jiezi</i> and <i>Erya</i> , for further independent study	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	5		
Lecture	Lectures will introduce key concepts and issues in the study of classical Chinese. Special emphasis is placed on the classical lexicon, the use of reference books, grammar, classical function words, Chinese rhetoric, and sentence types of classical Chinese. An example-based learning discovery approach is adopted in which each theory, principle and guideline is illustrated with	√	√	√				One hour per week

	examples from various sources.							
Tutorial	Tutorials will feature selected classical Chinese essays from a wide variety of sources. Students will be guided with the analysis of these texts by making use of the methods and learning discovery introduced in the lectures. A number of tutorial groups are formed, each containing three to four students. Each group is responsible for (1) one oral presentation with a written report, and (2) one review on a presentation made by another group. Students who are neither presenting nor commenting but are actively participating in the discussion will be awarded extra marks.	√	√	√				<u>Two hours per week.</u>
Assignment	Students are required to hand in a term paper. The paper will focus on the study of the linguistic phenomena covered in the lectures and tutorials.	√	√	√				

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 paper	√	√	√				30%	
Peer review of tutorial paper	√	√	√				10%	
Participation	√	√	√				20%	
Term paper	√	√	√				40%	
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 paper	A tutorial group is responsible to lead the class for discussion in an innovative way on classical Chinese essays assigned by the teacher. Group members should also compile a written report covering their viewpoint on the said article.	<p>1. Excellent command of knowledge in Classical Chinese studies.</p> <p>2. Excellent critical thinking ability in reviewing academic article related to Classical Chinese studies.</p> <p>3. Excellent application of theories in Classical Chinese studies.</p> <p>4. Excellent ability in knowledge application.</p> <p>5. Excellent collaborative skills and interactions with the fellow classmates.</p>	<p>1. Good command of knowledge in Classical Chinese studies.</p> <p>2. Good critical thinking ability in reviewing academic article related to Classical Chinese studies.</p> <p>3. Good application of theories in Classical Chinese studies.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with the fellow classmates.</p>	<p>1. Fair command of knowledge in Classical Chinese studies.</p> <p>2. Fair critical thinking ability in reviewing academic article related to Classical Chinese studies.</p> <p>3. Fair application of theories in Classical Chinese studies.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaborative skills and interactions with the fellow classmates.</p>	<p>1. Marginal command of knowledge in Classical Chinese studies.</p> <p>2. Marginal critical thinking ability in reviewing academic article related to Classical Chinese studies.</p> <p>3. Marginal application of theories in Classical Chinese studies.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with the fellow classmates.</p>	<p>1. Unsatisfactory command of knowledge in Classical Chinese studies.</p> <p>2. Unsatisfactory critical thinking ability in reviewing academic article related to Classical Chinese studies.</p> <p>3. Unsatisfactory application of theories in Classical Chinese studies.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory acceptable collaborative skills and interactions with the fellow classmates.</p>

Peer review of tutorial paper	Students are required to examine the tutorial paper and give their own discoveries on the topics of the tutorial paper.	<ol style="list-style-type: none"> 1. Excellent command of knowledge in Classical Chinese studies. 2. Excellent critical thinking ability in reviewing academic article related to Classical Chinese studies. 3. Excellent application of theories in Classical Chinese studies. 4. Excellent ability in knowledge application. 	<ol style="list-style-type: none"> 1. Good command of knowledge in Classical Chinese studies. 2. Good critical thinking ability in reviewing academic article related to Classical Chinese studies. 3. Good application of theories in Classical Chinese studies. 4. Good ability in knowledge application. 	<ol style="list-style-type: none"> 1. Fair command of knowledge in Classical Chinese studies. 2. Fair critical thinking ability in reviewing academic article related to Classical Chinese studies. 3. Fair application of theories in Classical Chinese studies. 4. Fair ability in knowledge application. 	<ol style="list-style-type: none"> 1. Marginal command of knowledge in Classical Chinese studies. 2. Marginal critical thinking ability in reviewing academic article related to Classical Chinese studies. 3. Marginal application of theories in Classical Chinese studies. 4. Marginally acceptable ability in knowledge application. 	<ol style="list-style-type: none"> 1. Unsatisfactory command of knowledge in Classical Chinese studies. 2. Unsatisfactory critical thinking ability in reviewing academic article related to Classical Chinese studies. 3. Unsatisfactory application of theories in Classical Chinese studies. 4. Unsatisfactory acceptable ability in knowledge application.
Participation	Students are encouraged to participate the discussions in the class lectures and the tutors.	Excellent command of knowledge in Classical Chinese studies.	Good command of knowledge in Classical Chinese studies.	Fair command of knowledge in Classical Chinese studies.	Marginal command of knowledge in Classical Chinese studies.	Unsatisfactory command of knowledge in Classical Chinese studies.
Term paper	Students are required to explain their own discoveries on the linguistic features in a topic of Classical Chinese.	<ol style="list-style-type: none"> 1. Excellent command of knowledge in Classical Chinese studies. 2. Excellent critical thinking ability in 	<ol style="list-style-type: none"> 1. Good command of knowledge in Classical Chinese studies. 2. Good critical thinking ability in analyzing the topic. 	<ol style="list-style-type: none"> 1. Fair command of knowledge in Classical Chinese studies. 2. Fair critical thinking ability in analyzing the topic. 3. Fair application 	<ol style="list-style-type: none"> 1. Marginal command of knowledge in Classical Chinese studies. 2. Marginal critical thinking ability in analyzing the topic. 3. Marginal 	<ol style="list-style-type: none"> 1. Unsatisfactory command of knowledge in Classical Chinese studies. 2. Unsatisfactory critical thinking ability in analyzing the topic.

		<p>analyzing the topic.</p> <p>3. Excellent application of theories in Classical Chinese studies.</p>	<p>3. Good application of theories in Classical Chinese studies.</p>	<p>of theories in Classical Chinese studies.</p>	<p>application of theories in Classical Chinese studies.</p>	<p>3. Unsatisfactory application of theories in Classical Chinese studies.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Classical lexicon; the use of reference books; grammar of classical function words; sentence types of classical Chinese; Chinese rhetoric; footnoting and explanations; common forms of classical writings; selected essays; application of classical Chinese in practical Chinese writing (letters, memoranda, etc.).

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.	古代漢語 郭錫良等著 北京 商務印書館 1999
2.	新譯古文觀止 謝冰瑩等註譯 台北 三民書局 1997
3.	訓詁學初稿 周大璞主編 武昌：武漢大學出版社 1991
4.	簡明漢語史 向熹編著 北京 高等教育出版社 1993
5.	漢語詞義學 蘇新春著 廣州 廣東教育出版社 1992
6.	漢語詞匯學引論 許威漢著 北京 商務印書館 1992
7.	古漢語詞匯綱要 蔣紹愚著 北京 北京大學出版社 1989
8.	古漢語語法及其發展 楊伯峻、何樂士著 北京 語文出版社 1989

2.2 Additional Readings

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

N/A