

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester B 2017/18

Part I Course Overview

Course Title: Great Works in Classical Chinese Literature 2: From Tang Dynasty to Qing Dynasty

Course Code: CAH3146

Course Duration: 1 semester

Credit Units: 3 credits

Level: B3

Proposed Area:
(for GE courses only)

- Arts and Humanities
 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) CTL3146 Great Works in Classical Chinese Literature After Sui Dynasty

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to develop students' advanced knowledge of Chinese literature from Tang Dynasty to Qing Dynasty by selecting great works and discussing their features and the intellectual, cultural, and social background that shaped them. In equipping students with traditional and modern reading approaches, the course hopes to inspire them to discover new focuses, interpretations and arguments of the selected great works, especially relying on modern literary criticism.

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.	Describe features of the great works in Chinese literature from Tang Dynasty to Qing Dynasty.		√	√	
2.	Analyze themes, subject matters, characters, structures, images, styles, and genres of Chinese literature during that period.		√	√	
3.	Relate the intellectual, cultural, and social background to Chinese literature during that period.		√	√	
4.	Discover new focuses and arguments of the great works selected for discussion, especially relying on modern literary criticism.		√	√	√
		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	
Lectures	Offering close reading of selected works and detailed discussion of their authors. Analyzing the themes, images, structures, styles, and genres of the selected works.	√	√	√	√		2 hrs per week

	<p>Explaining literary concepts and discussing the relationship between literature and politics, society, culture and philosophy.</p> <p>Imparting students with the skill of discovering new focuses and arguments of the subject, especially relying on modern literary criticism.</p>							
Tutorials	<p>Assign topics and related scholarly articles or book chapters for small group oral presentation and discussion.</p> <p>Train students to work as a group in advancing research of the assigned topics.</p> <p>Test students' ability to articulate and exchange their ideas of the subject.</p> <p>Enhance students' strength in discovering new points of departure when arguing against the orthodox view of the great works selected for discussion.</p>	√	√	√	√			1 hr per week
Term paper	<p>Train the students to write a well-researched paper on topics related to the course. They will be given a period of time to gather relevant materials, guided as they deliberate over the topic and discover a new focus or point of departure for their writing of the paper.</p>	√	√	√	√			10 weeks preparation

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 work <ul style="list-style-type: none"> ● Active participation in class discussion ● Students will be required to give a small-group oral presentation of an assigned topic. ● Students are expected to comment on each other's presentations. ● Students will be guided to discover new arguments 	√	√	√	√		60%	

of the subject.								
Term paper ● The relevancy of materials students gathered for and their application in the writing of the paper. ● The content and structure of the paper. ● Discovery of new point of departure, interpretation and arguments of the subject.	√	√	√	√			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)
Tutorial work	1. Knowledge of the subject	1. Excellent command of knowledge in the great works in Chinese literature after Sui Dynasty.	1. Good command of knowledge in the great works in Chinese literature after Sui Dynasty.	1. Fair command of knowledge in the great works in Chinese literature after Sui Dynasty.	1. Marginal command of knowledge in the great works in Chinese literature after Sui Dynasty.	1. Unsatisfactory command of knowledge in the great works in Chinese literature after Sui Dynasty.
	2. Critical thinking ability in reviewing relevant researches	2. Excellent critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.	2. Good critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.	2. Fair critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.	2. Marginal critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.	2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.
	3. Application of relevant theories.	3. Excellent application of theories in studying the great works in Chinese literature after Sui Dynasty.	3. Good application of theories in studying the great works in Chinese literature after Sui Dynasty.	3. Fair application of theories in studying the great works in Chinese literature after Sui Dynasty.	3. Marginal application of theories in studying the great works in Chinese literature after Sui Dynasty.	3. Unsatisfactory application of theories in studying the great works in Chinese literature after Sui Dynasty.
	4. Ability in knowledge application.	4. Excellent ability in knowledge application.	4. Good ability in knowledge application.	4. Fair ability in knowledge application.	4. Marginally acceptable ability in knowledge application.	4. Unsatisfactory ability in knowledge application.

Term paper	<p>1. Knowledge of the subject</p> <p>2. Critical thinking ability in reviewing relevant researches</p> <p>3. Application of relevant theories.</p> <p>4. Ability in knowledge application.</p>	<p>1. Excellent command of knowledge in the great works in Chinese literature after Sui Dynasty.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.</p> <p>3. Excellent application of theories in studying the great works in Chinese literature after Sui Dynasty.</p> <p>4. Excellent ability in knowledge application.</p>	<p>1. Good command of knowledge in the great works in Chinese literature after Sui Dynasty.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.</p> <p>3. Good application of theories in studying the great works in Chinese literature after Sui Dynasty.</p> <p>4. Good ability in knowledge application.</p>	<p>1. Fair command of knowledge in the great works in Chinese literature after Sui Dynasty.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.</p> <p>3. Fair application of theories in studying the great works in Chinese literature after Sui Dynasty.</p> <p>4. Fair ability in knowledge application.</p>	<p>1. Marginal command of knowledge in the great works in Chinese literature after Sui Dynasty.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.</p> <p>3. Marginal application of theories in studying the great works in Chinese literature after Sui Dynasty.</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>1. Unsatisfactory command of knowledge in the great works in Chinese literature after Sui Dynasty.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to the great works in Chinese literature after Sui Dynasty.</p> <p>3. Unsatisfactory application of theories in studying the great works in Chinese literature after Sui Dynasty.</p> <p>4. Unsatisfactory ability in knowledge application.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Poems of Du Fu, *Ci* lyric of Su Shi, *Xi you Ji* (The Journey to the West), *Hongloumeng* (The Dream of the Red Chamber), or essays of the Eight Great Masters of Tang and Song Dynasties.

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.	陳鐵民：《王維集校注》，北京：中華書局，1997。
2.	詹鎡主編：《李太白全集校注彙釋集評》，天津：百花文藝，1996。
3.	仇兆鰲：《杜詩詳註》，北京：中華書局，1979。
4.	楊倫：《杜詩鏡銓》，上海：上海古籍出版社，1980。
5.	蕭滌非：《杜甫研究》（修訂本），濟南：齊魯書社：1980。
6.	屈守元、常思春主編：《韓愈全集校注》，成都：四川大學，1996。
7.	柳宗元著，曹明綱標點：《柳宗元全集》，上海：上海古籍出版社，1997。
8.	劉學鍇，余恕誠：《李商隱詩歌集解》，北京：中華書局，1988。
9.	任淵，史容，史季溫注，黃寶華校點：《山谷詩集注》，上海：上海古籍出版社，2003。
10.	龍榆生：《東坡樂府箋》，上海：商務印書館，1958。
11.	蘇軾著，薛瑞生注：《東坡詞編年箋證》。西安：三秦，1998。
12.	羅忼烈：《周邦彥清真集箋》，香港：三聯書店，1985。
13.	辛棄疾著，鄧廣銘注：《稼軒詞編年箋注》，上海：上海古籍，1993。
14.	方回選評，李慶甲集平校點：《瀛奎律髓彙評》，上海：上海古籍，1986。
15.	茅坤編，張伯行重訂：《唐宋八大家文鈔》，北京：中華書局，1985。
16.	姚鼐選纂，宋晶如、章榮注釋：《古文辭類纂》，北京：中國書店，1986。
17.	羅貫中：《三國演義》，香港：中華書局，1983。
18.	施耐庵，羅貫中：《水滸傳》，香港：中華書局，1988。
19.	吳承恩：《西遊記》，北京：人民文學，1996。
20.	曹雪芹，高鶚：《紅樓夢》，北京：人民文學，2000。
21.	蒲松齡撰，張友鶴輯校：《聊齋誌異：會校會注會評本》，上海：上海古籍，1986。

2.2 Additional Readings

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

N/A