

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** Study of Master Classical Chinese Essays

**Course Code:** CAH4152

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

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)* 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 background knowledge and appreciation of master essays in classical Chinese literature, such as works by Han Yu, Ouyang Xiu or Su Shi. Students are encouraged to analyze selected essays from social, historical, aesthetic and philosophical perspectives.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify social and historical background of master essays in classical Chinese literature.	20%	✓	✓	✓
2.	Recognize aesthetic style and achievements of master essay writers in classical Chinese literature.	20%	✓	✓	✓
3.	Explore exemplar essays by those writers from different perspectives.	30%	✓	✓	✓
4.	Communicate their exploration clearly, coherently and accurately in their own way.	30%	✓	✓	✓
		100%			

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

<sup>#</sup> 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			
<b>Lecture</b>	Social and historical background of master classical essay writers will be explained in lecture. Their exemplary essays will be discussed in order to recognize their styles and achievements.	✓	✓	✓				Two hours per week

<b>Tutorial</b>	A number of tutorial groups are formed. Each group is responsible for one oral presentation with a written report on exploring selected essays.	✓	✓	✓	✓			One hour per week
<b>Assignment</b>	Students are required to analyse classical Chinese essays 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%								
Four Assignments (15% each): Students are required to analyse selected essays and essays writers from aesthetic, social, historical and philosophical perspectives.	✓	✓	✓	✓			60%	
Presentation & Report: Each tutorial group is responsible to analyse chosen essays and lead the class for discussion. Group members should also complete a written report 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. Assignment	<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 master classical Chinese essays.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Excellent application of theories in studying master classical Chinese essays.</p> <p>4. Excellent ability in knowledge application.</p>	<p>1. Good command of knowledge in master classical Chinese essays.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Good application of theories in studying master classical Chinese essays.</p> <p>4. Good ability in knowledge application.</p>	<p>1. Fair command of knowledge in master classical Chinese essays.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Fair application of theories in studying master classical Chinese essays.</p> <p>4. Fair ability in knowledge application.</p>	<p>1. Marginal command of knowledge in master classical Chinese essays.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Marginal application of theories in studying master classical Chinese essays.</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>1. Unsatisfactory command of knowledge in master classical Chinese essays.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Unsatisfactory application of theories in studying master classical Chinese essays.</p> <p>4. Unsatisfactory ability in knowledge application.</p>
2. Presentation & Report	<p>1. Knowledge of the subject</p> <p>2. Critical thinking ability in reviewing relevant researches</p>	<p>1. Excellent command of knowledge in master classical Chinese essays.</p> <p>2. Excellent</p>	<p>1. Good command of knowledge in master classical Chinese essays.</p> <p>2. Good critical thinking ability in</p>	<p>1. Fair command of knowledge in master classical Chinese essays.</p> <p>2. Fair critical</p>	<p>1. Marginal command of knowledge in master classical Chinese essays.</p> <p>2. Marginal critical</p>	<p>1. Unsatisfactory command of knowledge in master classical Chinese essays.</p> <p>2. Unsatisfactory</p>

	<p>3. Application of relevant theories.</p> <p>4. Ability in knowledge application.</p> <p>5. Collaborative skills and interaction with classmates</p>	<p>critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Excellent application of theories in studying master classical Chinese essays.</p> <p>4. Excellent ability in knowledge application.</p> <p>5. Excellent collaborative skills and interactions with the fellow classmates.</p>	<p>reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Good application of theories in studying master classical Chinese essays.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with the fellow classmates.</p>	<p>thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Fair application of theories in studying master classical Chinese essays.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaboration with teammates and interactions with the fellow classmates.</p>	<p>thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Marginal application of theories in studying master classical Chinese essays.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with the fellow classmates.</p>	<p>critical thinking ability in reviewing research reports/research articles related to master classical Chinese essays.</p> <p>3. Unsatisfactory application of theories in studying master classical Chinese essays.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory collaborative skills and interactions with the fellow classmates.</p>
3. Examination	<p>1. Knowledge of the subject</p> <p>2. Critical thinking ability in analysing the questions</p> <p>3. Application of relevant approaches.</p> <p>4. Ability in knowledge application.</p>	<p>1. Excellent command of knowledge in literary studies.</p> <p>2. Excellent critical thinking ability in analysing the questions.</p> <p>3. Excellent application of theories in literary studies.</p>	<p>1. Good command of knowledge in literary studies.</p> <p>2. Good critical thinking ability in analysing the questions.</p> <p>3. Good application of theories in literary studies.</p>	<p>1. Fair command of knowledge in literary studies.</p> <p>2. Fair critical thinking ability in analysing the questions.</p> <p>3. Fair application of theories in literary studies.</p> <p>4. Fair ability in</p>	<p>1. Marginal command of knowledge in literary studies.</p> <p>2. Marginal critical thinking ability in analysing the questions.</p> <p>3. Marginal application of theories in literary studies.</p> <p>4. Marginally</p>	<p>1. Unsatisfactory command of knowledge in literary studies.</p> <p>2. Unsatisfactory critical thinking ability in analysing the questions.</p> <p>3. Unsatisfactory application of theories in literary studies.</p>

		4. Excellent ability in knowledge application	4. Good ability in knowledge application	knowledge application	acceptable ability in knowledge application	Unsatisfactory ability in knowledge application
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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.)*

Master classical Chinese essays; Han Yu, OuYang Xiu or Su Shi; aesthetic, social, historical and philosophical perspectives.

#### 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.	馬其昶校注、馬茂元整理：《韓昌黎文集校注》，上海：上海古籍出版社，1986年。
2.	杜維沫、陳新選注：《歐陽脩文選》，北京：人民文學出版社，1982年。
3.	孔凡禮點校：《蘇軾文集》，北京：中華書局，1986年。

##### 2.2 Additional Readings

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

1.	遲文浚主編：《唐宋八大家廣選、新注、集評》，瀋陽：遼寧人民出版社，1999年。
2.	高步瀛選注：《唐宋文舉要》，香港：中華書局，1976年。