

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Chinese Religious Literature

Course Code: CAH4186

Course Duration: 1 semester

Credit Units: 3 credits

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) CTL4186 Chinese Literature and Religion

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

The aims of this course are as follows:

1. to develop students' ability to analyze the basic tenets and history of Chinese Buddhism or Taoism.
2. to enhance students' ability to discover and analyze the relationship between Chinese literature and Buddhism or Taoism.
3. to develop students' ability to understand the significance of religious beliefs and appreciate the beauty of religious 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.	Interpret the basic tenets and history of Chinese Buddhism and Taoism.		√	√	
2.	Discover and analyse the features of Buddhist or Taoist literature.		√	√	√
3.	Discover and analyse the relationship between Chinese literati and Buddhism or Taoism.		√	√	√
4.	Discover and analyse the influence of Buddhism or Taoism in Chinese poetry, drama, fiction, popular literature, and literary thought.		√	√	√
		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			
Lectures	Basic tenets and history of Chinese Buddhism and Taoism; the features of Buddhist or Taoist literature; the relationship between Chinese literati and Buddhism or Taoism; the	√	√	√	√			

	influence of Buddhism or Taoism in Chinese poetry, drama, fiction, popular literature, and literary thought							
Tutorial presentations	Group discussion, communication skills and manner, team spirit.	√	√	√	√			

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: 50%							
Presentations on topics about Chinese religious literature will be required to evaluate students' analyzing and reflecting ability;	√	√	√	√		25%	
Mid-term test on topics about Buddhism or Taoism and their relationship with Chinese literature to assess students' knowledge and ability in these areas;	√	√	√	√		25%	
Examination: 50% (duration: 2 hours)							
						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)
Mid-term test	Knowledge of the subject matter	Strong evidence of excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.	Some evidence of excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.	Limited evidence of excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.	Merely understand the reading and the materials in general.	Show limited understanding of the reading and the materials.
Tutorial presentations	1. Knowledge of the subject 2. Critical thinking ability in reviewing relevant researches 3. Application of relevant theories. 4. Ability in knowledge application.	1. Excellent command of knowledge in Chinese literature and religion. 2. Excellent critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion. 3. Excellent application of theories in studying Chinese literature and religion. 4. Excellent ability in	1. Good command of knowledge in Chinese literature and religion. 2. Good critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion. 3. Good application of theories in studying Chinese literature and religion. 4. Good ability in knowledge	1. Fair command of knowledge in Chinese literature and religion. 2. Fair critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion. 3. Fair application of theories in studying Chinese literature and religion. 4. Fair ability in knowledge	1. Marginal command of knowledge in Chinese literature and religion. 2. Marginal critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion. 3. Marginal application of theories in studying Chinese literature and religion. 4. Marginally acceptable ability in	1. Unsatisfactory command of knowledge in Chinese literature and religion. 2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion. 3. Unsatisfactory application of theories in studying Chinese literature and religion. 4. Unsatisfactory ability in knowledge

		knowledge application.	application.	application.	knowledge application.	application.
Examination	<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 Chinese literature and religion.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion.</p> <p>3. Excellent application of theories in studying Chinese literature and religion.</p> <p>4. Excellent ability in knowledge application.</p>	<p>1. Good command of knowledge in Chinese literature and religion.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion.</p> <p>3. Good application of theories in studying Chinese literature and religion.</p> <p>4. Good ability in knowledge application.</p>	<p>1. Fair command of knowledge in Chinese literature and religion.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion.</p> <p>3. Fair application of theories in studying Chinese literature and religion.</p> <p>4. Fair ability in knowledge application.</p>	<p>1. Marginal command of knowledge in Chinese literature and religion.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion.</p> <p>3. Marginal application of theories in studying Chinese literature and religion.</p> <p>4. Marginally acceptable ability in knowledge application.</p>	<p>1. Unsatisfactory command of knowledge in Chinese literature and religion.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese literature and religion.</p> <p>3. Unsatisfactory application of theories in studying Chinese literature and religion.</p> <p>4. Unsatisfactory ability in knowledge application.</p>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

The basic tenets and history of Chinese Buddhism or Taoism, discover and analyse the features of Buddhist or Taoist literature, religious influence on Chinese literati and literature

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.	孫昌武：《道教文學十講》，北京：中華書局，2014。
2.	孫昌武：《佛教文學十講》，北京：中華書局，2014。
3.	方立天：《中國佛教與傳統文化》，上海：上海人民出版社，1988。
4.	葛兆光：《道教與中國文化》，上海：上海人民出版社，1987
5.	馬焯榮《中國宗教文學史》，北京：中國社會科學出版社，2014。

2.2 Additional Readings

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

1.	陳允吉：《佛教與中國文學論稿》，上海：上海古籍出版社，2010。
2.	陳引馳：《中古文學與佛教》，北京：商務印書館，2017。
3.	詹石窗：《道教文學史》，上海：上海文藝出版社，1992。
4.	侯傳文：《佛經的文學性解讀》，北京：中華書局，2004。
5.	楊建波：《道教文學史論稿》，武漢：武漢出版社，2001。
6.	李豐楙：《神仙世界的想像》，北京：中華書局，2010。
7.	李豐楙：《六朝隋唐仙道文學》，北京：中華書局，2010。
8.	黎志添：《了解道教》，香港：三聯書店，2017。
9.	屈大成：《中國禪入門》，香港：香港城市大學中國文化中心，2013。
10.	吳光正等編：《二十世紀「佛教與古代文學」論叢》，哈爾濱：黑龍江人民出版社，2009年。
11.	吳光正等編：《二十世紀「道教與古代文學」論叢》，哈爾濱：黑龍江人民出版社，2006年。
12.	葛兆光：《想象力的世界》，北京：現代出版社，1990年。

Online Resources:

Students are encouraged to access online resources to widen their horizons and enrich their knowledge.