

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: Chinese Rhetoric

Course Code: CAH3150

Course Duration: 1 semester

Credit Units: 3 credits

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL3150 Chinese Rhetoric
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to develop students' ability in Chinese rhetoric principles: (1) identify the choice of styles between objective and subjective writing; (2) write clear and effective Chinese compositions; (3) apply paragraph rhetoric in writing focused and balanced paragraph; (4) discover new principles of Chinese rhetoric through practice and study.

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.	Apply paragraph rhetoric and the principles of Chinese rhetoric to write effective and logical compositions with balanced paragraphs		√	√	
2.	Choose the appropriate style.		√	√	
3.	Read selected prose and identify the material used as figures of speech.			√	√
4.	Evaluate the material used for imagery creation.			√	√
5.	Discover new trend and rules of Chinese rhetoric.			√	√
		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 and exercises	To extract a piece of writing from a recent newspaper or magazine and identify the topic sentence of the paragraph. Discuss the development technique used in that extract. To find a paragraph with concrete examples supporting the main idea, then	√				√	

	<p>add your one more example to support the topic sentence.</p> <p>Through discussion of a selected prose to single out the fundamental requirement for a successful writing is sincerity.</p> <p>Discovery and discussion of new trend and rules of Chinese rhetoric from the reading sample.</p>							
Tutorials and exercises	<p>Students work in pairs or small groups to find writings with objective or subjective rhetoric.</p> <p>Discovery and discussion of new trend and rules of Chinese rhetoric from the reading sample.</p>		√				√	
Tutorials and exercises	To correct some expressions in newspapers in order to grasp the basics of objectives writing.		√	√				
Tutorials and exercises	<p>In groups, selected a prose with a chosen rhetoric technique for class presentation and discussion.</p> <p>Discover new form of rhetoric in the reading sample</p>					√	√	
Tutorials and exercises	List the major authors and books in history of Chinese rhetoric through library search. Discovery of new contributors to the formation of Chinese rhetoric.						√	

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%							
<p>Read and discuss a selected prose passage on writing with sincerity.</p> <p>Discover new expressions of sincerity.</p>	√	√	√		√	5%	
<p>Quizzes</p> <ul style="list-style-type: none"> - To identify the topic sentence in a paragraph - To develop a paragraph with controlled focus - To exemplify the main theme - To balance a paragraph with proper explanation. - To Exercise on concluding a paragraph. - To discover alternative rhetoric expressions. 			√	√		25%	

Comparing one objective and another subjective writing on a same topic			√		√		10%		
Writing exercise to use proper figures of speech to replace adjectives			√				5%		
Writing exercises for impromptu and deliberate form of writing for different situations - Summarizing an elaborated passage - Expanding an idea in a paragraph - Discovering new styles of expression.				√	√		10%		
Finding listed Chinese Rhetoric books in library - To introduce and present the findings in class - To discover new contributors to the formation of Chinese rhetoric					√		5%	Task & presentation	
Mid-term test	√	√					20%		
Final Test			√	√	√		20%		
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)
Read and discuss a selected prose passage on writing with sincerity. Discover new expressions of sincerity.	1. clear understanding 2. develop critical thinking 3. ability of expression 4. ability to find new issues	1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject.	1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject.	1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject.	1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject.	1. Failed to read and unable to discuss the assigned works.
Quizzes	1. application of knowledge learned in class.	1. Answer all the questions correctly.	1. Answer more than two third of the questions correctly	1. Answer half of the questions correctly.	1. Answer less than half but more than one third of the questions correctly	1. Answer less than one third of the questions correctly.
Comparing one objective and another subjective writing	1. clear understanding 2. develop critical	1. Excellent command of knowledge of	1. Good command of knowledge of	1. Adequate command of the assigned topics and	1. Familiarity with the assigned topics and readings.	1. unable to do the comparison.

on a same topic	thinking 3. ability to find new issues	essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject.	essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject.	readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject.	2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject.	
Writing exercise to use proper figures of speech to replace adjectives	1. clear understanding 2. develop critical thinking 3. ability of expression 4. ability to find new issues	1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written	1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written	1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery	1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the	1. unable to do or submit exercise

		<p>presentation skills to demonstrate deliberation of the subject.</p> <p>4. Excellent reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>presentation skills to demonstrate deliberation of the subject.</p> <p>4. Good reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>ability to address new issues pertaining to the subject.</p>	<p>subject.</p>	
<p>Writing exercises for impromptu and deliberate form of writing for different situations</p>	<p>1.clear understanding 2.develop critical thinking 3.ability of expression 4.ability to find new issues</p>	<p>1. Excellent command of knowledge of essential aspects of the assigned topics and readings.</p> <p>2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings.</p> <p>3. Excellent written presentation skills to demonstrate deliberation of the subject.</p> <p>4. Excellent reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>1. Good command of knowledge of essential aspects of the assigned topics and readings.</p> <p>2. Good linguistic competence to explain and assess the main arguments of the assigned readings.</p> <p>3. Good oral and written presentation skills to demonstrate deliberation of the subject.</p> <p>4. Good reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>1. Adequate command of the assigned topics and readings.</p> <p>2. Fair linguistic competence to describe the arguments of the assigned readings.</p> <p>3. Acceptable oral and written presentation skills to illustrate general view of the subject</p> <p>4. Fair reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>1. Familiarity with the assigned topics and readings.</p> <p>2. Able to describe some important points of the assigned readings.</p> <p>3. Marginal ability and skills to illustrate general view of the subject.</p> <p>4. Marginal reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>1. Unable to do or submit writing exercise.</p>
<p>Finding listed Chinese Rhetoric books</p>		<p>1. Found all the r</p>				<p>1. Unable to submit the list.</p>

Mid-term test	<ol style="list-style-type: none"> 1. clear understanding 2. develop critical thinking 3. ability of expression 4. ability to find new issues 	<ol style="list-style-type: none"> 1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Unable to answer the questions.
Final Test	<ol style="list-style-type: none"> 1. clear understanding 2. develop critical thinking 3. ability of expression 4. ability to find new issues 	<ol style="list-style-type: none"> 1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the 	<ol style="list-style-type: none"> 1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the 	<ol style="list-style-type: none"> 1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general 	<ol style="list-style-type: none"> 1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and 	<ol style="list-style-type: none"> 1. Unable to answer the questions.

		<p>assigned readings. 3. Excellent written presentation skills to demonstrate deliberation of the subject.</p> <p>4. Excellent reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject.</p> <p>4. Good reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject.</p>	<p>discovery ability to address new issues pertaining to the subject.</p>	
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Concept of rhetoric, basic elements of style: clarity and effectiveness in Chinese writing; Text organization: focus and outlining; Paragraph rhetoric: topic, development, coherence, transition, emphasis and balance; Choice of sentence types: norm and variation, sentence length and its relation to genre; Common rhetorical devices: choice of words, figures of speech, and forms of writing; Stylistic variation across genres

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.)

陳望道：《修辭學發凡》（上海：復旦大學出版社，2010年）。

鄭子瑜：《中國修辭學的變遷》（台北：書林出版有限公司，1996年）。

周振甫：《中國修辭學史》（北京：商務印書館，1991年）。

陳光磊，王俊衡[等]著：《中國修辭學通史》（長春：吉林教育出版社，1998年）。

羅淵：《中國修辭學研究轉型論綱》（北京：中國社會科學出版社，2008年）。

2.2 Additional Readings

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

N/A