

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: Introduction to Chinese Documentology

Course Code: CAH3133

Course Duration: 1 semester

Credit Units: 3 credits

Level: B3

Proposed Area: Arts and Humanities
(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)* CTL3133 Introduction to Chinese Documentology

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 analytical and research ability in the study of Chinese and provide them with an academic grounding for graduate studies in Chinese documentology, 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.	use the classification techniques for both traditional Chinese reading materials		√		
2.	retrieve information from libraries by using the traditional book cataloguing system		√	√	
3.	identify the authenticity and authorship of Chinese classics by using a learning discovery approach		√	√	
4.	apply traditional annotation techniques to the study of classical Chinese text		√	√	√
		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	Concepts and general knowledge of Chinese documentology are explained primarily in lectures. Each theory and principle will be explained and illustrated with examples from various sources. Students will participate in group discussions.	√	√	√				
Tutorial	A number of tutorial groups will be formed. Each group is	√	√	√	√			

	responsible for an oral presentation with a written report on their own discoveries on a selected topic. Students will have to be well prepared for each session and give feedback on fellow students' presentations.							
Assignment	Students, working in small group, are to choose a topic among a range of topics to work on under the close guidance of the course instructors. Students are also expected to give a presentation of the outline and scope of their project in tutorials. Emphasis is placed on applying the academic knowledge of Chinese documentology to research and real-life problems.	√	√	√	√			

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 presentation and written report	√	√	√	√			28%	
Peer review of tutorial presentation and written report			√	√			7%	
Class participation and Performance	√	√	√	√			25%	
Group project	√	√	√	√			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)
1. Tutorial presentation and written report	<ul style="list-style-type: none"> • Ability to explain with Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition; • Ability to criticize and analysis with convincing statement and creative comment. 	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • Loose organization, but acceptable identified content. • Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct primary and secondary structure; • Devoid of personal comment and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time.

2. Peer review of tutorial presentation and written report	<ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to give feedback on fellow students' presentations. 	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • Ability to use references, provide some reasonable personal comments, but no clear demonstration • Ability to respond to other comments in simple terms. 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and comment, or providing unreasonable comment; • Inability to respond to others, devoid of content and unclear comment.
3. Class participation and Performance	<ul style="list-style-type: none"> • Ability to identify and analyze the topics critically 	<ul style="list-style-type: none"> • Strong evidence of : • Active in-class 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, 	<p>Limited evidence of :</p>	<p>Marginally satisfies the basic requirements of the</p>	<p>Fail to meet minimum requirements of participation</p>

	<p>with excellent grasp of the materials and in-depth knowledge of the subject matter.</p> <ul style="list-style-type: none"> • Ability to interpret independent opinions effectively and efficiently. 	<p>participation, positive listening, ability to simulate class discussion and comment on other points.</p> <ul style="list-style-type: none"> • Sufficient pre-class preparation and familiarity with peer reports and other materials 	<p>positive listening, ability to initiate class discussion and comment on other points.</p> <ul style="list-style-type: none"> • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>participation.</p>	
4. Group Project	<ul style="list-style-type: none"> • Ability to integrate various resources into primary and secondary levels on demand. • Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. • Ability to criticize and analysis with convincing statement and creative comment. 	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable comment; • Seriously insufficient/ no

		<p>distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>reference;</p> <ul style="list-style-type: none"> • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Chinese books classification: Traditional four sectors (四部); Textual Criticism: Verifying edition; checking authenticity for identifying the authenticity and authorship of Chinese classics; annotation: punctuation of old books; explanation; translation; foot-noting.

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.)

2.2 Additional Readings

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

1.	屈萬里、昌彼得著；潘美月增訂：《圖書版本學要略》，臺北：中國文化大學出版部，1986。
2.	李致忠：《古書版本學概論》，北京：北京圖書館出版社，1990。
3.	昌彼得、潘美月：《中國目錄學》，臺北：文史哲，1986。
4.	姚名達：《目錄學》，臺北：臺灣商務印書館，1988。
5.	王叔岷：《斟讎學：補訂本；斟讎別錄》，北京：中華書局，2007。
6.	程千帆、徐有富：《校讎廣義：校勘編》，濟南：齊魯書社，1998。
7.	王欣夫：《文獻學講議》，上海：上海古籍出版社，1986。
8.	張舜徽：《中國文獻學》，鄭州：中州書畫社，1982。
9.	孫欽善：《中國古文獻學史》，北京：中華書局，1994。
10.	孫欽善：《中國古文獻學文選》，南京：江蘇教育出版社，2008。
11.	吳小如、吳同賓著：《中國文史工具資料書舉要》，天津：天津古籍出版社，2002。

Online Resources

1. 臺灣中央研究院“漢籍電子文獻” <http://www.sinica.edu.tw/~tdbproj/handy1/>
2. 香港中文大學“漢達古文獻資料庫” <http://www.chant.org/>
3. Chinese Historiography for Chinese History
<http://www.princeton.edu/chinese-historiography/index.xml>