

GE1106: CHINESE ART APPRECIATION

Effective Term

Semester B 2023/24

Part I Course Overview

Course Title

Chinese Art Appreciation

Subject Code

GE - Gateway Education

Course Number

1106

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

A1, A2 - Associate Degree

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 1 - Arts and Humanities

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The course content is about the concepts of aesthetic values of Chinese art and its features by analyzing a wide spectrum of examples in Chinese art forms across time which aimed at develop students' abilities to appreciate Chinese fine art by using various example in painting, calligraphy, ceramic, bronze and other artifacts to discuss meaningful topics. Students will be able to define Chinese art in the past and present; illustrate new archaeological findings change the history of Chinese art; examine the differences between Chinese art and Western art. Through experiencing Chinese art, students are able to engage with the dialogue between ancient creativities and modern life. By demonstrate the value of Chinese art in the course, students' positive civic outcomes will be generated.

All the teaching and learning activities in will touch on the collections in the local museums, as well as the masterpieces in worldwide museums, which will keep afresh the experience of learning Chinese art, and develop the attitude of lifelong learning.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the representative Chinese art pieces, their characteristics and artistic significance	20			x
2	Illustrate the style of Chinese art and its relationship with the content and context of society, history and culture	30			x
3	Analyse art work by using visual language in a systematic way, and build communication skills between the oral, the written and the visual	10		x	
4	Compare traditional Chinese art with its modern form as well as artistic cultures around the world in terms of content, form and aesthetic pursuit	20	x	x	x
5	Criticize Chinese art from different aspects like personal values, and civic engagement	20	x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Large class teaching and learning	a. In-class learning with images and video based study materials. b. Q&A: Students are required to hand in a short reflective writing on what they have learnt in class. c. Key point “Review” , “Sharpening your skills” (further discussions and activities) will be posted on the course website after the lessons to inspire students’ further reflections. Students are recommended to post their responses on their own initiative. d. Quizzes as assessment of the grasp of the materials and in-depth knowledge of the subject matter.	1, 2, 4	
2	Project proposal presentation and tutorials	a. A group of students will choose a tutorial topic and give a short presentation on the outline, reference and significance. b. Peer comment and marking will take place in order to develop critical thinking skill.c. Besides presentation, each group needs to prepare a set of discussion questions to ask and carry out in-depth discussion in the class.d. The class will be divided into small groups to discuss an assigned topic.	1, 2, 3, 4, 5	

3	Group Project	A group of students will choose a topic about traditional Chinese Art and the reflection of the aesthetic thought in our daily life. To keep track of their progress, students have to give a short presentation on their project during tutorials and revise the project under the guidance of the course instructor.	2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	In-class Q&A and discussion	1, 2, 3, 4, 5	30	
2	Presentation	2, 3, 4, 5	10	
3	4 quizzes, (marks will be evenly distributed among the quizzes)	2, 3, 4, 5	30	
4	Group Project (1500-2500 words)	2, 3, 4, 5	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

In-class Q&A and discussion (30%)

Criterion

This part will grade on the ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter;

Excellent (A+, A, A-)

Excellent Strong evidence of :

- Active in-class participation, positive listening, ability to simulate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials

Good (B+, B, B-)

Some evidence of :

- Active in-class, positive listening, ability to initiate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Fair (C+, C, C-)

Limited evidence of :

- Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points.

- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal (D)

1.0

Marginally satisfies the basic requirements of the participation.

Failure (F)

0.0

Fail to meet minimum requirements of participation

Assessment Task

Presentation (10%)

Criterion

Content and fluency of presentation will be graded. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They are required to show their abilities to lead the classmates into participating in the discussion.

Excellent (A+, A, A-)

4.3, 4.0, 3.7

Strong evidence of:

- 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.

Good (B+, B, B-)

3.3, 3.0, 2.7

Some evidence of:

- 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.

Fair (C+, C, C-)

2.3, 2.0, 1.7

Limited evidence of:

- 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.

Marginal (D)

1.0

- 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.

Failure (F)

0.0

- 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.
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Assessment Task

4 Quizzes (30%)

Criterion

Capability to complete the quiz on time and answer the quiz questions correctly.

Excellent (A+, A, A-)

4.3, 4.0, 3.7

Strong evidence of Capability to complete the quiz on time and answer the quiz questions entirely or mostly correct.

Good (B+, B, B-)

3.3, 3.0, 2.7

Adequate evidence of Capability to complete the quiz on time and answer the quiz questions correctly

Fair (C+, C, C-)

2.3, 2.0, 1.7

Moderate evidence of Capability to complete the quiz on time and answer the quiz questions correctly

Marginal (D)

1.0

Marginal Capability to complete the quiz on time and answer the quiz questions correctly

Failure (F)

0.0

Vague and devoid of content, not capable of completing the quiz and answering the quiz questions correctly

Assessment Task

Group Project (30%)

Criterion

Students will choose a topic about traditional Chinese art. This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.

Excellent (A+, A, A-)

4.3, 4.0, 3.7

Strong evidence of :

- 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, distinct themes, ability to interpret the opinions effectively;
- 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.

Good (B+, B, B-)

3.3, 3.0, 2.7

Some evidence of :

- 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, distinct themes, ability to interpret the opinions effectively;
- 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.

Fair (C+, C, C-)

2.3, 2.0, 1.7

Limited evidence of :

- 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, distinct themes, ability to interpret the opinions effectively;
- 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."

Marginal (D)

1.0

- 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 comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

0.0

- 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 reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information

Keyword Syllabus

Appreciation, Line and space, Implication, Aesthetics, Chinese art, Fine arts, Chinese painting, Chinese calligraphy, Ideology, Chinese artifacts, Bronze, Pottery and Porcelain, Decorative art, Literati art.

Reading List**Compulsory Readings**

Title	
1	Thorp, Robert L; Vinograd Richard Ellis. Chinese Art and Culture. New York: Harry N. Abrams, c2001.
2	Adams, Laurie. The Methodologies of Art: An Introduction. Boulder, Colorado: Westview Press, 1996, pp. 1-15.
3	Whitfield, Roderick; Wang, Tao ed. Exploring China' s Past: New discoveries and Studies in Archaeology and Art. London: Saffron Books, 1999, pp.15-48.

Additional Readings

Title	
1	Sullivan, Michael. Symbols of Eternity: The art of landscape painting in China. Oxford: Clarendon Press, 1979, pp.1-18.
2	Fong, Wen C. Words and Images: Chinese Poetry, Calligraphy and Painting. Princeton: Princeton University Press, 1991.
3	Munsterberg, Hugo. Symbolism in Ancient Chinese Art. New York: Hacker Art Books, 1986.
4	Williams, C.A.S. Outlines of Chinese Symbolism and Art Motives. 3rd ed. NY: Dover Publications, 1988.
5	Fu Shen C. Y. Traces of the Brush: Studies in Chinese Calligraphy. New Haven: Yale University Art Gallery, 1977.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4, 5

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

3, 4, 5

PILO 3: Demonstrate critical thinking skills

4, 5

PILO 5: Produce structured, well-organised and fluent text

1, 2, 3, 4, 5

PILO 6: Demonstrate effective oral communication skills

1, 2, 3, 4, 5

PILO 7: Demonstrate an ability to work effectively in a team

1, 2, 3, 4, 5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 4

PILO 9: Value ethical and socially responsible actions

2, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

2, 3, 4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Critical Essay