

CAH2105: SELECTED READINGS IN CLASSICAL CHINESE ESSAYS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Selected Readings in Classical Chinese Essays

Subject Code

CAH - Chinese and History

Course Number

2105

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

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

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with essential knowledge and appreciation of essay writing in classical Chinese literature. Focusing on a range of texts with various themes and from different dynasties, the course will develop students' skills of reading and analysis of classical Chinese essay, and students will be encouraged to undertake wider reading to aid their understanding of the essays studied.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Identify the development, characteristics, and subgenres of classical Chinese essay.	30	x	x	x
2 Recognize styles, dictions and achievements of selected essays.	30	x	x	x
3 Explore essays with different styles and from different dynasties.	20	x	x	x
4 Explain their exploration clearly, coherently and accurately in their own way.	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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1 Lecture	Historical development, characteristics, subgenres, styles of classical Chinese essay will be explained in lecture. Selected texts will be discussed in order to recognize different styles and achievements of classical essay.	1, 2, 3	Two hours per week
2 Tutorial	A number of tutorial groups are formed. Each group is responsible for one oral presentation with a written report on exploring classical essays with different themes and styles.	1, 2, 3, 4	One hour per week

3	Assignments	Students are required to analyse selected essays and writers with appropriate approaches and perspectives.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class Participation and Assignments: Students will engage in analysis and discussion of selected essays, completion of class exercises given in the lectures.	1, 2, 3	20	Students are encouraged to use GenAI tools while self-studying assigned readings and formulating questions for lecture and tutorial discussions.	Yes
2	Tutorial Presentation & Written Report : Each tutorial group is responsible to analyse chosen essays and lead the class for discussion. They also need to submit a written report during the presentation.	1, 2, 3, 4	25	-	No
3	Peer Review of Tutorial Report: Each tutorial group is responsible to make comment on the other tutorial group presentation.	1, 2, 3, 4	10	-	No
4	Final Paper: Group members should also complete a written report (around 3000 words per student) covering their exploration by the end of the semester.	1, 2, 3, 4	45	-	No

Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Class Participation and Assignments

Criterion

1. Knowledge of the subject 2. Critical thinking ability in reviewing relevant researches 3. Application of relevant theories. 4. Ability in knowledge application.

Excellent (A+, A, A-)

1. Excellent command of knowledge in classical Chinese essay. 2. Excellent critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Excellent application of theories in studying classical Chinese essay. 4. Excellent ability in knowledge application.

Good (B+, B, B-)

1. Good command of knowledge in classical Chinese essay. 2. Good critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Good application of theories in studying classical Chinese essay. 4. Good ability in knowledge application.

Fair (C+, C, C-)

1. Fair command of knowledge in classical Chinese essay. 2. Fair critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Fair application of theories in studying classical Chinese essay. 4. Fair ability in knowledge application.

Marginal (D)

1. Marginal command of knowledge in classical Chinese essay. 2. Marginal critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Marginal application of theories in studying classical Chinese essay. 4. Marginally acceptable ability in knowledge application.

Failure (F)

1. Unsatisfactory command of knowledge in classical Chinese essay. 2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Unsatisfactory application of theories in studying classical Chinese essay. 4. Unsatisfactory ability in knowledge application.

Assessment Task

Tutorial Presentation & Written Report

Criterion

1. Knowledge of the subject 2. Critical thinking ability in reviewing relevant researches 3. Application of relevant theories. 4. Ability in knowledge application. 5. Collaborative skills and interaction with classmates 6. The quality of the written reports

Excellent (A+, A, A-)

1. Excellent command of knowledge in classical Chinese essay. 2. Excellent critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Excellent application of theories in studying classical Chinese essay. 4. Excellent ability in knowledge application 5. Excellent collaborative skills and interactions with the fellow classmates. 6. Outstanding quality of the presentation materials.

Good (B+, B, B-)

1. Good command of knowledge in classical Chinese essay. 2. Good critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Good application of theories in studying classical Chinese essay. 4.

Good ability in knowledge application.5. Good collaborative skills and interactions with the fellow classmates.6. Good quality of the presentation materials.

Fair (C+, C, C-)

1. Fair command of knowledge in classical Chinese essay. 2. Fair critical thinking ability in reviewing research reports/ research articles related to classical Chinese essay. 3. Fair application of theories in studying classical Chinese essay. 4. Fair ability in knowledge application.5. Fair collaboration with teammates and interactions with the fellow classmates.6. Fair quality of the presentation materials.

Marginal (D)

1. Marginal command of knowledge in classical Chinese essay. 2. Marginal critical thinking ability in reviewing research reports/research articles related to classical Chinese essay. 3. Marginal application of theories in studying classical Chinese essay. 4. Marginally acceptable ability in knowledge application.5. Marginally acceptable collaborative skills and interactions with the fellow classmates.6. Low quality of the presentation materials.

Failure (F)

1. Unsatisfactory command of knowledge in classical Chinese essay. 2. Unsatisfactory critical thinking ability in reviewing research reports/ research articles related to classical Chinese essay. 3. Unsatisfactory application of theories in studying classical Chinese essay. 4. Unsatisfactory ability in knowledge application.5. Unsatisfactory collaborative skills and interactions with the fellow classmates.6. Unsatisfactory quality of the presentation materials.

Assessment Task

Peer Review of Tutorial Report

Criterion

Students are required to examine the tutorial paper and give their own discoveries on the topics of the tutorial paper.

Excellent (A+, A, A-)

1. Excellent command of knowledge in classical chinese essay.
2. Excellent critical thinking ability in reviewing academic article related to classical chinese essay.
3. Excellent application of theories in classical chinese essay.
4. Excellent ability in knowledge application.

Good (B+, B, B-)

1. Good command of knowledge in classical chinese essay.
2. Good critical thinking ability in reviewing academic article related to classical chinese essay.
3. Good application of theories in classical chinese essay.
4. Good ability in knowledge application.

Fair (C+, C, C-)

1. Fair command of knowledge in classical chinese essay.
2. Fair critical thinking ability in reviewing academic article related to classical chinese essay.
3. Fair application of theories in classical chinese essay.
4. Fair ability in knowledge application.

Marginal (D)

1. Marginal command of knowledge in classical chinese essay..
2. Marginal critical thinking ability in reviewing academic article related to classical chinese essay.
3. Marginal application of theories in classical chinese essay.
4. Marginally acceptable ability in knowledge application.

Failure (F)

1. Unsatisfactory command of knowledge in classical chinese essay.
2. Unsatisfactory critical thinking ability in reviewing academic article related to classical chinese essay.

3. Unsatisfactory application of theories in classical chinese essay.
4. Unsatisfactory acceptable ability in knowledge application.

Assessment Task

Final Paper

Criterion

The abilities
 1. to apply what they have learnt in this course
 2. to describe and analyse their own arguments
 3. to challenge assumptions
 4. to combine all useful materials, explain the issues and write a conclusion
 5. to reflect on the study material and assess its values
 6. to write a paper that is well-structured, well-organised and creative.

Excellent (A+, A, A-)

Excellent ability in
 1. applying what they have learnt in this course
 2. in describing and analyse their own arguments
 3. in challenging assumptions
 4. in combining all useful materials, explaining the issues and writing a solid conclusion
 5. in reflecting on the study material and assess its values
 6. in writing a paper which is well-structured, well-organised and creative.

Good (B+, B, B-)

Good ability in
 1. applying what they have learnt in this course
 2. in describing and analyse their own arguments
 3. in challenging assumptions
 4. in combining all useful materials, explaining the issues and writing a reasonable conclusion
 5. in reflecting on the study material and assess its values
 6. in writing a paper which is well-structured, well-organised and creative.

Fair (C+, C, C-)

Fair ability in
 1. applying what they have learnt in this course
 2. in describing and analyse their own arguments
 3. in challenging assumptions
 4. in combining all useful materials, explaining the issues and writing a reasonable conclusion
 5. in reflecting on the study material and assess its values
 6. in writing a paper which is well-structured, well-organised and creative.

Marginal (D)

Limited ability in
 1. applying what they have learnt in this course
 2. in describing and analyse their own arguments
 3. in challenging assumptions
 4. in combining all useful materials, explaining the issues and writing a reasonable conclusion
 5. in reflecting on the study material and assess its values
 6. in writing a paper which is well-structured, well-organised and creative.

Failure (F)

Fail
 1. to apply what they have learnt in this course
 2. to describe and analyse their own arguments
 3. to challenge assumptions
 4. to combine all useful materials, explain the issues and write a conclusion
 5. to reflect on the study material and assess its values
 6. to write a paper that is well-structured, well-organised and creative.

Part III Other Information

Keyword Syllabus

Classical Chinese essay, Classical style, Parallel style

Reading List

Compulsory Readings

Title	
1	《新譯古文觀止》(增訂五版)。三民書局，2012年。
2	陳平原：《中國散文小史》。北京大學出版社，2019年。

3	劉振東：《中國古代散文發展史新編》。上海古籍出版社，2020年。
4	張維玲：《從天書時代到古文運動：北宋前期的政治過程》。臺大出版中心，2021年。
5	龔宗傑：《寂裡出音：近世文章學論集》。復旦大學出版社，2024年
6	陳平原：《明清散文十家：從文人之文到學者之文》。東方出版社，2024年。
7	胡琦：《博我以文清代前中期的古文與知識秩序》。北京大學出版社，2025年。
8	夏曉虹編：《梁啟超文選》。福建教育出版社，2020年。
9	蔡宗齊：〈古代散文形式體系的建構〉，《北京大學學報》58.6 (2021.11): 98-109.
10	Zong-qi Cai ed., How to Read Chinese Prose: A Guided Anthology. Columbia University Press, 2022.

Additional Readings

	Title
1	郭預衡編：《中國散文史》，上海：上海古籍出版社，1986年。
2	姜書閣：《駢文史論》，北京：人民文學出版社，1986年。