

CAH3132: CHINESE PHILOLOGY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Chinese Philology

Subject Code

CAH - Chinese and History

Course Number

3132

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

CTL3131 Classical Chinese, CAH3131 Classical Chinese

Precursors

Nil

Equivalent Courses

CTL3132 Chinese Philology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course introduces students to Chinese exegesis (xungu xue 訓詁學), a practical and integrative branch of Chinese philology focused on analyzing the meanings of words in ancient Chinese texts through the linguistic analysis of sounds, scripts, and

grammar. Along the way, students will learn basic concepts in paleography (wenzi xue 文字學) and historical phonology (yinyun xue 音韻學), while gaining hands-on experience with digital tools and online resources for philological research. By the end of the course, students will have strengthened their ability to read and research ancient Chinese texts and will be well-prepared to apply philological methods to the study of premodern Chinese literature, history, and culture.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyse the Chinese writing system including oracle bone scripts, bronze scripts and the 'six graphic principles' (六書 liu shu) of 許慎 (Xu Shen).	30	x	x	x
2	Analyse the historical development of Chinese phonology by using a learning discovery approach.	20	x	x	x
3	Apply the knowledge of historical phonology to analyse classical Chinese literature.	10	x	x	x
4	Analyse early lexical semantics and textual glossing: formation of the Confucian canon and the origins of textual scholarship.	20	x	x	x
5	Demonstrate research skill for graphology, historical phonology and semantics in solving textual problems.	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	Concepts and general knowledge of Chinese philology are explained primarily in lectures. An example-based approach is adopted in which each theory and principle is illustrated with examples from various sources. In addition, students will participate in group discussions.	1, 2, 3, 4, 5
			Two hours per week

2	Tutorial	Tutorials are based on students' active participation in group discussion. Students will have to be well prepared for each session and give feedback on fellow students' presentations. Each group will submit one tutorial paper.	1, 2, 3, 4, 5	One hour per week
3	Assignment	Emphasis is placed on research and analysis. Each student will submit one term paper, making use of the knowledge of Chinese philology learnt from the lectures and tutorials.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Tutorial paper	1, 2, 3, 4, 5	20	-	No
2	Mid-term Exam	2, 3	20	-	No
3	Term paper	1, 2, 3, 4, 5	40	-	No
4	Participation	1, 2, 3, 4, 5	20	Students are encouraged to use GenAI tools while self-studying assigned readings and formulating questions for lectures and tutorial discussions.	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Tutorial paper

Criterion

A tutorial group is responsible to lead the class for discussion in an innovative way on a special topic assigned by the teacher. Group members should also compile a written report covering their viewpoint on the said topic.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Chinese Philology studies.
2. Excellent critical thinking ability in reviewing academic article related to Chinese Philology studies.

3. Excellent application of theories in Chinese Philology studies.
4. Excellent ability in knowledge application.
5. Excellent collaborative skills and interactions with the fellow classmates.

Good (B+, B, B-)

1. Good command of knowledge in Chinese Philology studies.
2. Good critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Good application of theories in Chinese Philology studies.
4. Good ability in knowledge application.
5. Good collaborative skills and interactions with the fellow classmates.

Fair (C+, C, C-)

1. Fair command of knowledge in Chinese Philology studies.
2. Fair critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Fair application of theories in Chinese Philology studies.
4. Fair ability in knowledge application.
5. Fair collaborative skills and interactions with the fellow classmates.

Marginal (D)

1. Marginal command of knowledge in Chinese Philology studies.
2. Marginal critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Marginal application of theories in Chinese Philology studies.
4. Marginally acceptable ability in knowledge application.
5. Marginally acceptable collaborative skills and interactions with the fellow classmates.

Failure (F)

1. Unsatisfactory command of knowledge in Chinese Philology studies.
2. Unsatisfactory critical thinking ability in reviewing academic article related to Chinese Philology studies.
3. Unsatisfactory application of theories in Chinese Philology studies.
4. Unsatisfactory ability in knowledge application.
5. Unsatisfactory collaborative skills and interactions with the fellow classmates.

Assessment Task

Mid-term Exam

Criterion

A mid-term exam will be given to evaluate students' understanding on the theories relating to Chinese Philology.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Chinese Philology studies.
2. Excellent critical thinking ability in analyzing the questions.
3. Excellent application of theories in Chinese Philology studies.
4. Excellent ability in knowledge application

Good (B+, B, B-)

1. Good command of knowledge in Chinese Philology studies.
2. Good critical thinking ability in analyzing the questions.
3. Good application of theories in Chinese Philology studies.
4. Good ability in knowledge application

Fair (C+, C, C-)

1. Fair command of knowledge in Chinese Philology studies.
2. Fair critical thinking ability in analyzing the questions.
3. Fair application of theories in Chinese Philology studies.
4. Fair ability in knowledge application

Marginal (D)

1. Marginal command of knowledge in Chinese Philology studies.
2. Marginal critical thinking ability in analyzing the questions.
3. Marginal application of theories in Chinese Philology studies.
4. Marginally acceptable ability in knowledge application

Failure (F)

1. Unsatisfactory command of knowledge in Chinese Philology studies.
 2. Unsatisfactory critical thinking ability in analyzing the questions.
 3. Unsatisfactory application of theories in Chinese Philology studies.
 4. Unsatisfactory ability in knowledge application
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Assessment Task

Term paper

Criterion

Students are required to explain their own discoveries on the linguistic features in a topic of Chinese Philology.

Excellent (A+, A, A-)

1. Excellent command of knowledge in Chinese Philology studies.
2. Excellent critical thinking ability in analyzing the topic.
3. Excellent application of theories in Chinese Philology studies.

Good (B+, B, B-)

1. Good command of knowledge in Chinese Philology studies.
2. Good critical thinking ability in analyzing the topic.
3. Good application of theories in Chinese Philology studies.

Fair (C+, C, C-)

1. Fair command of knowledge in Chinese Philology studies.
2. Fair critical thinking ability in analyzing the topic.
3. Fair application of theories in Chinese Philology studies.

Marginal (D)

1. Marginal command of knowledge in Chinese Philology studies.
2. Marginal critical thinking ability in analyzing the topic.
3. Marginal application of theories in Chinese Philology studies.

Failure (F)

1. Unsatisfactory command of knowledge in Chinese Philology studies.
 2. Unsatisfactory critical thinking ability in analyzing the topic.
 3. Unsatisfactory application of theories in Chinese Philology studies.
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Assessment Task

Participation

Criterion

Students are encouraged to participate the discussions in the class lectures and the tutors.

Excellent (A+, A, A-)

Excellent command of knowledge in Chinese Philology studies.

Good (B+, B, B-)

Good command of knowledge in Chinese Philology studies.

Fair (C+, C, C-)

Fair command of knowledge in Chinese Philology studies.

Marginal (D)

Marginal command of knowledge in Chinese Philology studies.

Failure (F)

Unsatisfactory command of knowledge in Chinese Philology studies.

Part III Other Information

Keyword Syllabus

Language consciousness in early China; analysis of Chinese writing system; evolution of Chinese orthography; historical phonology of Chinese; early lexical semantics and textual glossing.

Reading List**Compulsory Readings**

	Title
1	徐剛：《訓詁方法論》。北京大學出版社，2015年。
2	蘇建洲：《新訓詁學》。上海古籍出版社，2020年。
3	黃耀堃：《音韻學引論》。商務印書館，1994年。
4	楊劍橋：《漢語音韻學講義》。復旦大學出版社，2022年。
5	葛亮：《漢字再發現：從舊識到新知》。上海書畫出版社，2022年。
6	李家浩：〈學習古文字學ABC〉，《出土文獻研究》2022: 391-412。
7	何志華：〈《史記》「重」訓「還更」義例探究：兼論粵方言「重」、「仲」兩字淵源〉，《中國文化研究所學報》46 (2006): 55-71。
8	Cheung Hung-nin Samuel 張洪年，“Songs and Rhymes: Cantonese Phonology as Reconstructed from Popular Songs” 從粵語歌曲中押韻的現象來看音韻擬測的一些問題, <i>Journal of Chinese Linguistics</i> 24.1 (1996): 1-54。

Additional Readings

	Title
1	郭在貽：《訓詁學》。中華書局，2005年。
2	裘錫圭：《文字學概要》。商務印書館，2013年。
3	沈鐘偉：《漢語音韻史》。上海教育出版社，2024年。
4	萬獻初：《音韻學要略》。商務印書館，2020年。
5	唐作藩：《音韻學教程》（第五版）。北京大學出版社，2016年。
6	丁邦新：〈從聲韻學看文學〉，《中外文學》4.1 (1975): 1-20。
7	沈衛榮、姚霜：《何謂語文學：現代人文科學的方法和實踐》。上海古籍出版社，2021年。
8	鄭吉雄：〈論先秦思想史中的語言方法：義理與訓詁一體性新議〉，《文史哲》(2018.5): 38-67。