

CAH3138: CLASSICAL CHINESE FICTION AND XIQU

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Classical Chinese Fiction and Xiqu

Subject Code

CAH - Chinese and History

Course Number

3138

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 provides students with knowledge of the origin, historical development and major characteristics of classical Chinese fiction and “xiqu戲曲” (traditional Chinese drama), through an in-depth study of notable writers and selected masterpieces in relation to history and culture both theoretically and practically. Students are also encouraged to discover and analyse the aesthetic, social, historical and intellectual perspectives of classical Chinese fiction and “xiqu”. This is also expected to foster their enjoyment of classical Chinese fiction and “xiqu”.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate well-structured knowledge and rich understanding of the historical development and major characteristics of classical Chinese fiction and “xiqu” genre.	25	x		
2	Analyse some great works in classical Chinese fiction and “xiqu” from the perspectives of themes, images, structures, styles,.	25	x	x	
3	Reflect critically about the classical Chinese fiction and “xiqu” in a variety of intellectual, cultural, social and historical settings.	25	x	x	
4	Generate the affective, cognitive and aesthetic domains of learning.	25	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 knowledge of classical Chinese fiction and “xiqu” will be explained primarily in lectures. Close reading of selected noted writer works and masterpieces will be conducted in class.	1, 2, 3, 4	

2	Tutorials	Small group learning and oral presentations are to be fully utilized to encourage discussion throughout the semester to develop students' problem solving, interpersonal, presentation and communication skills. Students are required to demonstrate in-depth and critical answers in response to questions raised by the course instructor. Peer comments and marking will take place in order to enhance peer cooperation and learning	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	Tutorial presentation: presentation (25%) followed by a Q&A session (5%)	1, 2, 3, 4	30	-	Yes
2	Class Participation: students need to answer open-end questions related to lecture in the format of in-class discussion or random in-class written assignments.	1, 2, 3, 4	20	-	Yes
3	Term paper (4000 - 5000 words)	1, 2, 3, 4	50	-	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Tutorial presentation followed by a Q&A session

Criterion

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 analyse with convincing statement and creative comment.

Ability to lead a lively mutual Q&A session with fellow students; to raise insightful questions, and to make solid responses.

Excellent (A+, A, A-)

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
- Ask highly insightful, open-ended questions that provoke deep thinking and discussion; Highly engaged, encourage peers, and foster a collaborative atmosphere.

Good (B+, B, B-)

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.
- Questions are relevant and probing, though occasionally lack depth. Actively participation, well-listening, and meaningful contribution.

Fair (C+, C, C-)

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.
- Questions are basic but relevant, mostly factual rather than analytical. Inconsistent participation; may dominate or remain passive at times.

Marginal (D)

- 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.
- Questions are vague, off-topic, or overly simple, lacking depth. Low engagement, rarely interactions with peers, or flow disruption.

Failure (F)

- 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;
- Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
- No meaningful questions asked, or questions are irrelevant. Uncooperative or disengaged participation, detractions from discussion.

Assessment Task

Class participation

Criterion

Ability to identify and analyse the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter. Able to interpret independent opinions effectively and efficiently.

Excellent (A+, A, A-)

Strong evidence of :

- Active in-class participation, positive listening, ability to stimulate 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 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.

Fair (C+, C, C-)

Limited evidence of :

- 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.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Term Paper

Criterion

Able to integrate various resources into primary and secondary levels as demanded. Able to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. Able to criticize and analysis with convincing statement and creative comment.

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels as demanded;
- 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-)

Some evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels as demanded;
- 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-)

Limited evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels as demanded;
- 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)

- Adequate content, ability to integrate resources generally as demanded, limited or irrelevant use of resources;
- Loose organization;
- Able 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)

- 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

Romance of the Three Kingdoms 三國演義；Journey to the West 西遊記；Water Margin 水滸傳；Plum in the Golden Vase 金瓶梅；The Story of the Stone 紅樓夢；Marriage Destinies to Awaken the World 醒世姻緣傳；Jing Liu Bai Sha 荊劉拜殺；Four Great Masters of Yuan Drama 元曲四大家；Romance of the West Chamber 西廂記；The Peony Pavilion 牡丹亭；The Peach Blossom Fan 桃花扇；Kunqu 昆曲；Pihuang 皮黃

Reading List

Compulsory Readings

Title	
1	夏志清著；胡益民、石曉林、單坤琴譯；陳正發校：《中國古典小說導論》，合肥：安徽文藝出版社，1988。
2	[美]浦安迪著；沈亨壽譯：《明代小說四大奇書》，北京：三聯書店，2006。
3	王季思主編：《重訂增注中國十大古典悲劇集》，濟南市：齊魯書社，1991。
4	王季思主編：《重訂增注中國十大古典喜劇集》，濟南市：齊魯書社，1991。

Additional Readings

Title	
1	曹雪芹著；俞平伯校：《紅樓夢八十回校本》，北京：人民文學出版社，1993。
2	[美]浦安迪著；夏薇譯：《〈紅樓夢〉的原型與寓意》，北京：三聯書店，2018
3	魯迅：《中國小說史略》，香港：今代圖書公司，1964。
4	上海崑劇團編：《振飛曲譜》，上海：上海音樂出版社，2002。
5	歐陽健：《晚清小說史》，杭州：浙江古籍出版社，1997。
6	俞振飛編：《粟盧曲譜》，上海：上海辭書出版社，2013。
7	吳組綏：《中國小說研究論集》，北京市：北京大学出版社，1998

8	葉慶炳編譯：《唐宋傳奇小說》，臺北：河洛圖書出版社，1976。
9	林以亮、夏志清等著；痾弦、廖玉蕙主編：《中國古典小說論集》，臺北：幼獅文化公司期刊部，1975。
10	楊義：《中國古典小說史論》，北京：中國社會科學出版社，1995
11	曾永義、王安祈、李惠綿與蔡欣欣編注，《戲曲選粹》，台北：國家出版社，2002。
12	曾永義編著：《中國古典戲劇選注》，台北：國家出版社，1983。
13	鄭騫校訂：《校訂元刊雜劇三十種》，台北：世界書局，1961。
14	王季思主編：《全元戲曲》，北京市：人民文學出版社，1990-1999。
15	江巨榮：《古劇精華》，台北：錦繡出版社，1993。
16	曾永義，《中國古典戲劇的認識與欣賞》，台北：正中書局，1991。
17	李日星：《中國戲曲文化史論》，長沙：岳麓書社，2003。
18	曾永義：《戲曲源流新論》，台北：立緒文化事業，2000。
19	王安祈：《明代戲曲五論》，台北：大安出版社，1990。
20	江巨榮：《古代戲曲思想藝術論》，上海：學林出版社，1995。
21	王安祈：《明代傳奇之劇場及其藝術》，台北：台灣學生書局，1986。
22	李昌集：《中國古代曲學史》，上海：華東師範大學出版社，1997。
23	屈江吟：《戲曲美學散論》，瀋陽：遼寧教育出版社，1992。
24	俞為民：《宋元南戲考略》，台北：臺灣商務印書館，1994。
25	郭英德：《明清傳奇史》，南京：江蘇古籍出版社，1999。
26	周傳家：《中國古代戲曲》，台北：台灣商務印書館，1993。
27	孫崇濤：《戲曲十論》，台北市：國家出版社，2005。